

Childhood Education

**The
WORKSHOP IDEA**

May 1948

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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Childhood Education

*The Magazine
for Teachers
of Children*

*To Stimulate Thinking
Rather Than
Advocate Fixed Practice*

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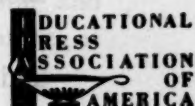
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Next Year—

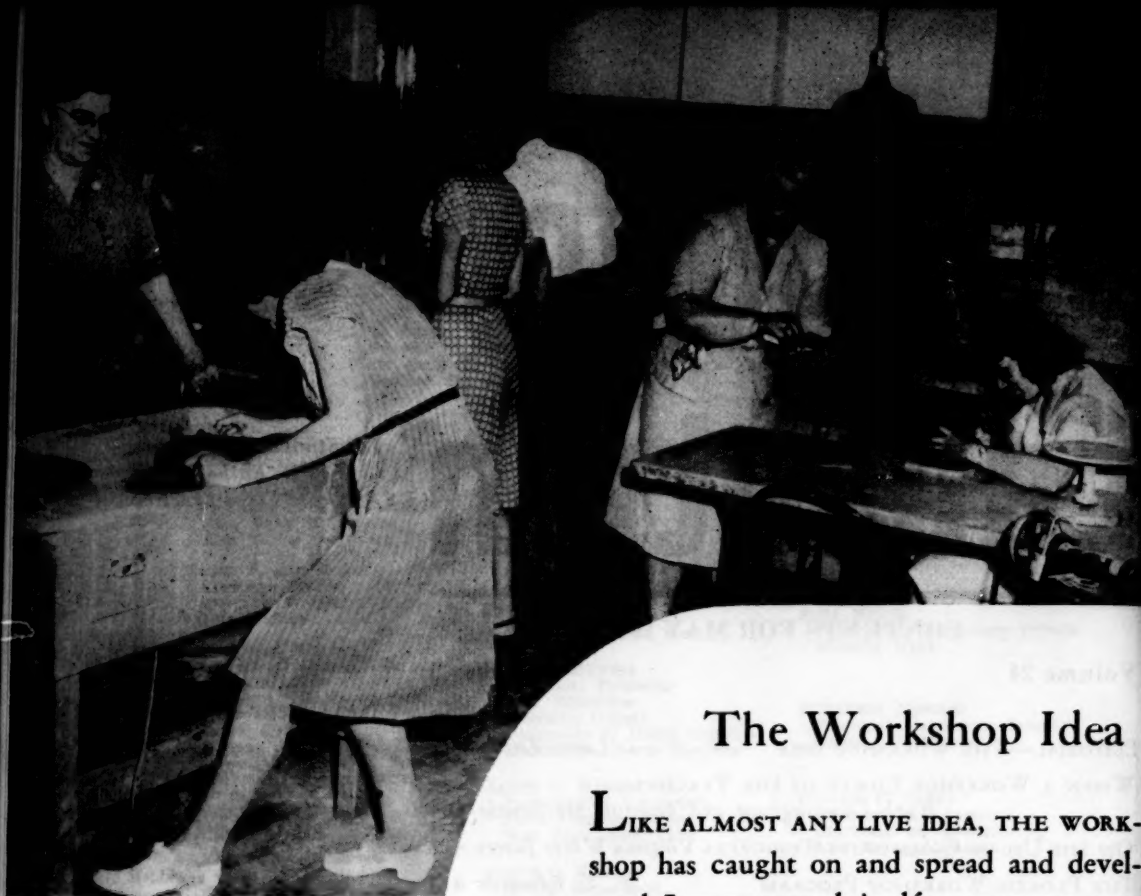
The needs of children will be considered from many points of view in next year's issues, and various ways of presenting the content will be used. We hope to use more photographs, more anecdotal accounts, and more group prepared discussions to associate intimately principles and practices in the minds of the readers.

Some of the needs of children which will receive consideration are: nurture, beauty, experience, adventure, identification, play, work, guidance, and continuity.

More attention to international news and reviews of audio-visual materials are anticipated additions.



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The Workshop Idea

LIKE ALMOST ANY LIVE IDEA, THE WORKSHOP has caught on and spread and developed. It recommends itself to some as a novelty

but its newness is not the test of its significance or worth. It is still new enough to have a promising future; flexible enough to survive, evolve, and develop under diverse conditions if given a chance. Its unexplored possibilities are so challenging that they should not be hampered, stunted or hamstrung by regulations or expectations which reduce or crystallize it into conformity with precedents, patterns, stereotypes or standards. It has its own intrinsic values upon which evaluation should be based. These values should be the criteria of its processes and its production.

The workshop idea is a more or less unique design for living and learning in a favorable environment for as many days or weeks as are available, with a group held together by some common purpose in terms of which guided individual effort and integrative common interests and concerns contribute optimally to individual growth and to productive social action. This implies creative living and free access to abundant resources for such living.

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Elementary School Principals Workshop
University of Ohio, Columbus, 1947

No two workshops are alike, nor should they be. From each workshop experience come common values which can be integrated into other plans in ways which *free the values* instead of *freezing the form*. This is one of the big contributions of the workshop idea. It gives people courage to invent and develop ways of getting teachers and others into purposeful, social learning experiences which they help to plan, improve, and adapt. It gives them a sense of democratic self-help and of democratic group action while providing the content for professional advancement.

The workshop is a versatile, adaptable, composite idea. It may be projected to serve the purposes of diverse groups in ways which provide for the needs of individuals, enriching personalities and fostering social attitudes. Those are its concerns and their measure is its strength. Its weaknesses should not be corrected in ways which thwart or frustrate its vitality. They should challenge critical study and evaluation which lead to more intelligent participation and fuller provision for conditions essential to the advancement of creative planning and experimentation.

TO STIMULATE AND FURTHER SUCH constructive advancement it is wise to use as a resource the experience records of an array of such workshops. For those who are looking forward to workshop participation and responsibility this issue of CHILDHOOD EDUCATION should be a timely challenge.—L. Z.

When a Workshop Comes to the Teachers

The Springfield, Missouri, workshop described in this article was a part of the on-going program of the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University. Ruth Cunningham, a research associate in the Institute, acted as director of the workshop, representing the Institute and Teachers College. Gordon Mackenzie is the executive officer of the Institute of School Experimentation. This report has been reviewed by D. C. Rucker and Alice Pitman, of the staff of the Springfield public schools, who have provided valuable suggestions for making this an accurate story of a cooperative experience.

ONE SUMMER DAY THE INQUIRING reporter of the Springfield, Missouri, *News and Leader* interviewed men and women on the streets of that city. His question for the day was:

What schooling, if any, do you think the public should provide for children under six?

Among the answers he received, and which were published in the evening paper, were these:

There should definitely be some type of school for children that age, kindergarten or nursery school. If children learn nothing more than to play with each other, they at least get that.

I think the public schools should offer kindergarten . . . The (private) kindergartens cost money and are out of reach of some people.

I think kindergarten is necessary because they learn there how to play with other children.

The questions asked by the inquiring reporter and the answers given by people on the street did not come about by chance. During the preceding weeks there had been a workshop sponsored by the Springfield public schools and Teachers College, Columbia University—a workshop in which the University came to the teachers rather than asking teachers to come to the campus.

It Started in the Workshop

In this workshop a group of teachers studying child development discussed what happens to the underage child who is admitted to the public schools by examination—a practice of that school system. In the group were teachers of primary, upper elementary, junior and senior high schools.

As they shared their experiences, members of the group discovered that the underage child was not a problem of the primary teacher alone. He tended to have difficulty in adjusting socially at all levels. Often he wasn't "in the swing" when other boys and girls of his group began being interested in dates. He had little chance for a place on athletic teams or of election to positions of leadership in student affairs, even though he might take home a report card with superior marks. He was a problem of all teachers of all levels. Secondary school teachers as well as elementary school teachers recognized that it was unfortunate in most cases to admit the underage child. All agreed that there was a need for kindergartens for children under six years of age.

Plans for Action

The workshop which was in the situation where the problem existed made it possible for the group to make plans for action. A committee was appointed, composed of one teacher from the primary grades, one from the upper elementary grades, one from the junior high school, one from the senior high, and an elementary school principal.

This committee, after study by the group and with instructions from the group, went to the superintendent of schools with its problem and recommendations. The superintendent suggested that the committee tell its story to members of the board of education. Thus at the next meeting of the board the committee presented its evidence, largely in the form of anonymous thumb-nail case studies of underage boys and girls who had had difficulty in adjusting because they were not sufficiently mature to find their places in their groups. The committee recommended discontinuing the practice of admitting five-year-olds by examination, and the establishment of public school kindergartens.

Board members were particularly interested in the testimony of secondary school teachers whose stories indicated that the problem was not merely a complaint of over-worked primary teachers but was a persistent problem having to do with *children*.

The press was represented at the meeting of the board and was interested. Hence the question asked by the inquiring reporter.

Board members, impressed by the report of the committee and by the reaction of the public, took immediate steps to study the situation. As of today, kindergartens are promised as soon as funds can be secured.

This example may serve to illustrate three important aspects of the workshop that comes to teachers:

Problems may be studied in their setting
Teachers may work as a team, and
Teamwork may lead to *action*.

Teamwork Pays Dividends

Organized as teams of people with similar interests, the teachers planned many experiences for themselves which they might have hesitated to undertake as individuals. These experiences not only helped them learn more about their own community but offered opportunity for pre-planning trips for boys and girls.

Groups of teachers attended meetings of a labor organization, of the park board, of the chamber of commerce, and of the board of education. They visited the airport, the water works, the garbage disposal plant, and housing units.

Boys and girls and their parents came to the workshop to sit with teams of teachers to discuss the types of experiences they felt to be important. These boys and girls the teachers knew in their classrooms and these parents they worked with regularly. They were not some "representative" group of strangers.

Pre-planning

Another advantage of the workshop "on the spot" was that the participants could be in on all phases of pre-planning. Half a year prior to the summer workshop in Springfield, the central council of teachers and administrators named a workshop committee with a teacher as chairman. This committee and a representative of Teachers College worked closely together from the first stages of planning.

Prospective workshop staff members

were nominated by the committee and by Teachers College. Those acceptable to both were invited by Teachers College to serve as staff members of the College though on duty in Springfield during the workshop period.

Through the local committee it was possible to poll participants prior to the opening of the workshop concerning the problems they wished to study. Thus the problem census, developed during the spring months, was a basis for organizing the structure for the workshop's six major work areas and many special interest areas. Moreover, this problem census made it possible for school faculties to act as units, submitting problems as school faculty teams, and to meet during the workshop as faculty groups. This, we believe, to be another major advantage of the "on the spot" workshop. The faculties could then continue to operate as teams as they developed their work with Horace Mann-Lincoln Institute projects.

Major work areas included problems such as group planning, living in a technological age, child development, and re-organizing the curriculum. Special interests included such problems as: "What should we do about controversial issues?" "What measures can help in the induction of first grade children?" "What experiments in science can be meaningful to elementary school boys and girls?" and "How can we bridge the gap between the junior and senior high school?"

This development of the problem census prior to the opening of the workshop made it possible to select an appropriate staff. It meant that groups could be organized and at work within a short time after the workshopers assembled.

A number of committees responsible

for various aspects—from housing the workshop to assembling the library (books were collected from various schools and individuals in the community)—were at work months prior to the formal opening of the workshop.

Working Schedule

Each day started with a general session for discussion of matters of common interest, and for announcements. The next two hours or more prior to lunch were devoted to meetings of the major working groups. These groups maintained constant membership and met throughout the five-week period.

Lunch together in the cafeteria offered opportunity for informal getting acquainted and for a planned social program of stunts, group singing, and other entertainment. The period immediately following lunch was set aside for recreational activities such as ping pong, bridge, singing or activities in the art studio.

Later afternoon found participants in committee meetings; the library; the art, science or audio-visual centers or in special interest groups. Special interest groups emerged as the demand was expressed. Anyone could initiate a group simply by putting a notice on the bulletin board. Some groups continued to meet for the full five weeks; others disbanded after a meeting or two. Some groups were composed of three or four members while others numbered up to seventy-five.

Although this description of a day's activities was the general pattern, the program was flexible and allowed for assemblies, field trips, other activities.

Special late afternoon, evening and weekend activities such as picnics, watermelon parties, breakfasts, and bus trips were planned by the recreation committee.

Everyone in the workshop was a member of some committee: recreation, lunch hour programs, house-keeping, library, evaluation or the editorial board of the weekly news sheet. A steering committee, elected as representatives of the major working groups, was responsible for over-all planning and coordination.

School-College Cooperation

Teachers who registered for the workshop enrolled as students of Teachers College. Academic credit toward advanced degrees was given to those who wished it. The Springfield Board of Education shared the tuition expense with the registrants. Teachers College paid the salaries of staff members, including those of the chairman of the local workshop committee who also served as general secretary during the workshop period, and of the chairman of the library committee. In addition to the staff members of the workshop who remained throughout the five-week period, four additional members of the Horace Mann-Lincoln Institute staff came for periods of one to two weeks to plan with the teachers for the on-going aspects of curriculum improvement.

Springfield public schools provided housing for the workshop in the high school and made available staff members from the regular supervisory staff. Springfield schools also made possible planning sessions of teachers during the school year through providing substitute teachers to free teachers' time.

Approximately one half of the teachers of Springfield enrolled in the workshop. Hundreds of parents on invita-

tion from the teachers of the various schools, visited a day or more and took part in the regular workshop activities, each with his teacher sponsor as guide.

Evaluation

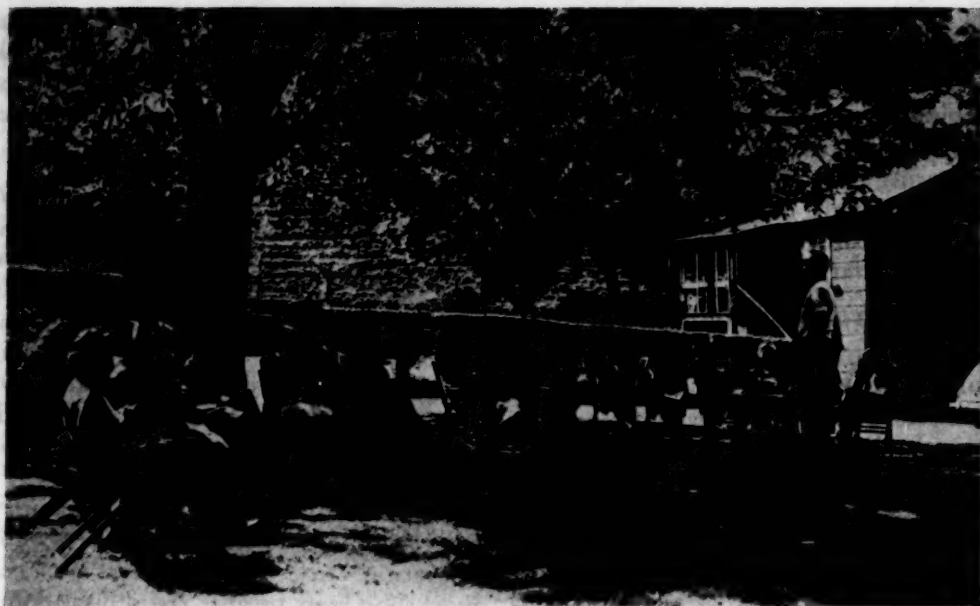
Evaluation of a workshop is not easy. A major measure of its worth is to be found in the improved school practices when teachers return to their classrooms. This type of evaluation was facilitated in the workshop because it was a part of the on-going program of the Springfield schools associated with the Horace Mann-Lincoln Institute of School Experimentation.

For example, one school faculty interested in school-community cooperation invited members of the workshop staff to visit the school-community and advise with teachers concerning initiating a program. The early planning developed during the workshop has been carried out during the two subsequent years and has borne fruit in a practical program of school-community cooperation. Similar examples might be cited for other schools.

In one sense the workshop never terminated. Plans made during the workshop were a part of a longer term study.

Not to be minimized, however, was the general good will and professional inspiration recognized by the participants as growing out of the workshop experience. As one group report stated: "We learned to know and like each other. We found out things we never knew before. We gained a new vision of what might be, and an enthusiasm for attaining it. We're better teachers now than we were five weeks ago."





. . . *On the Use of* Community Resources

By VIRGINIA WHITE JAMES

Virginia White James, specialist in educational methods, Training and Educational Relations Division, Tennessee Valley Authority, Knoxville, shares excerpts from reports of thirteen workshops and work-conferences in four southern states. Each illustrates different techniques and the development of varying content related to the use of community resources.

THROUGHOUT THE SOUTHERN states, schools are striving increasingly to relate their programs to better community life. This necessitates a strong emphasis on conservation and intelligent use of natural resources—problems which are basic to the improvement of social and economic life.

Southern state departments of education and teacher education agencies have as a primary objective the development of teachers who are informed and concerned about these problems and

who recognize their implications for the education of children. Workshops for teachers are proving a valuable method of reaching this objective.

In some instances the entire time of the workshop is devoted to a study of community resources. In other instances workshops on general education have given strong emphasis to community resource problems. In whatever way the problems are attacked, it lies close to the heart of the experience that the teacher shall:

Get a thorough and broad grasp of the variety of materials available which have bearing on the problems. These include not only books and other printed materials but charts, maps, posters, slides, specimens, films.

Always have an opportunity for firsthand field experience under the guidance of subject matter specialists and educators.

Secure assistance of local, state, regional, and national agencies which are dealing with community resource problems. These would include the fields of health, agriculture, forestry, wildlife, planning, minerals, transportation, recreation, industry, and the use of electric power.

Have opportunity to apply these experiences to the needs in her own school situation.

The following excerpts from reports of workshops and work-conferences from several southern states illustrate types of techniques and the kinds of content used.

In a Camp Setting

As a part of a workshop program at Murray State Teachers College in Kentucky, week-end camp-conferences were held at Kentucky dam. College teachers, area in-service teachers, and college students with representatives from health, agricultural, and forestry agencies came together for three days to study, firsthand, area resources.

This experience in living and working together included going through the power house, a boat trip through the locks and on the lake with stops to observe forestry and agricultural demonstrations, malaria control, a rock quarry, and to enjoy swimming and picnicking. Other experiences were movies—*The River*, *The Living Rock*—discussions, and worship.

Supervisors in this college service area are encouraging teachers to write descriptions of experiences with children which are then shared with other teachers and college student groups.

In turn, students are writing stories for children with resource information.

Murray State Teachers College regards the emphasis on community resources as an "underlying, important aim which is to be continually impressed upon people and constantly thought of as we work. This emphasis is continuous rather than spasmodic."

For their work conference fifty Blount County, Alabama, teachers obtained the use of a camp belonging to a local textile industry. This camp, one of the community's resources, strengthened the tie between the schools and the industry.

In addition to using the camp, the group visited several points of interest in the adjacent community: sulphur wells which once attracted tourists from several states, the remains of a one-time extensive fruit canning industry, and a local cave which has possibilities for development. Members of the local community supplied the historical background of each place.

High school principals of East Tennessee came together for a week's conference at Fontana Dam, North Carolina, in August 1947. Committees worked on the ten problems most often suggested by the participants previous to the conference. Significantly, many of these dealt with community resources. Consultant assistance was given by representatives of the state departments of education and conservation, the University of Tennessee, the East Tennessee State Teachers College, and the TVA.

The conference was notable for its informality and relaxed atmosphere. The participants felt that it was one of the most helpful educational experiences they had ever had and voted to make it an annual affair.

Using a Demonstration Setting

An important technique used in an off-campus workshop of five week's duration, sponsored by the University of Kentucky, in Green County, was the use of a one-teacher county school and its community as a demonstration. The demonstration teacher who was a member of the university staff and the regular teacher of the school worked together. With the consent and assistance of the community, the school opened five weeks early. Half of the workshop group which consisted of the entire county school staff observed each day and participated in working out in practice the theories considered in the workshop.

In addition to the full-time staff, part time assistance was given by the county agent and his staff, the soil conservation service staff of the county and district, the county and state health departments, the Farm Security Agency, the TVA, and several local leaders. All helped teachers, children, and parents to:

- Improve the schoolgrounds by checking erosion, planting trees, building walks and simple play equipment.

- Improve the schoolroom by obtaining flexible, functional furniture; more comfortable and attractive arrangement; library, science, art and construction centers.

- Check the water supply.

- Improve the lighting.

- Give physical examinations to all the children.

- Improve the school lunch program by emphasizing the use of milk and raw vegetables.

- Take field trips to a farm and places of historical interest.

- Collect materials on local resources.

- Encourage the participation of children in planning.

- Introduce recreational activities such as games, folk dancing, singing, dramatization, choral speaking, and storytelling.

A University of Kentucky spon-

sored workshop in Johnson County reports that it:

... began by trying to help teachers discover and find ways of using natural resources and people around them to make living for children richer. This was done through working with parents, teachers, and children of the demonstration school—a two-teacher county school—in the development of the school program, and through working with groups and individuals of the workshop on projects of their selection.

Another interest which developed in this group was discovering and identifying "treasures" along John's Creek and in the nearby woods. Several teachers brought native clay for modeling. They also found many wild flowers, mosses, vines, rocks, and animal life.

One teacher enjoyed presenting a blossom to test our ability to identify common plants. After many trials, someone finally identified the homely Irish potato blossom.

It became quite a game with some fifty-odd teachers to see how many interesting natural things from the out of doors they could bring to share with others. Their exhibit of collections of rocks, plants, vines, mosses—some in attractive terrariums which we learned to make—we believed was contributive to encouraging teachers to let and help boys and girls explore their environment.

The state elementary supervisor for East Tennessee arranged for the county supervisors of that area a series of regional meetings. Representatives of the Agricultural Extension Service and TVA discussed with them the resources-improvement program being carried out. A visit to one of the test-demonstration farms followed. After this observation a conference was held on the educational implications of what had been seen. It is planned that supervisors will provide similar experiences for teachers in each county who, in turn, will make possible such experiences for children.

To Increase Cooperation Between Schools and Community Agencies

The Lauderdale County, Alabama, Teachers Conference used a symposium

of representatives from all of the agencies in the county that work with and through schools to bring these agencies and the schools together. Prior to the symposium, each agency had submitted to the county superintendent certain information about its organization: location, staff, personnel, and helps available to schools.

This information was mimeographed into a booklet which was given to the teachers. As the symposium participants spoke the teachers matched names in the booklet with faces and voices. This technique resulted in a wide-spread use of the agencies because it provided the teacher with information concerning the agency and broke the ice between the agencies and the schools.

During the summer of 1946 a five weeks' regional study conference on southern resource development was held at North Carolina State College at Durham. Participants were faculty members from fourteen Negro teacher education institutions and Negro staff members of regional agencies from nine Southern states. The objectives of the conference were:

To develop among staff members of Negro institutions of higher learning and agencies in the region:

deeper interest in and understanding of regional resources and problems

knowledge of institutions and agencies that can be drawn upon for materials and services in the study and use of community, state, and regional resources

skills in conducting resource study programs in their own institutions.

To identify and further develop a group of Negro leaders who might work cooperatively to further regional resource-use education efforts among institutions and agencies.

To explore most effective procedures for follow-up of the study conference and for further intensive institutional effort.

The conference was successful in

providing a variety of opportunities for each participant. Advice and assistance were provided by a panel clinic in the adaptation of resource-use facts and principles to the special problems of participants, in an analysis of problems, and in planning programs for the institutions represented at the conference.

Preschool Work Conferences

As a part of their preschool work conference the Marshall County, Alabama, teachers visited a local unit test demonstration farm with representatives of the Agricultural Extension Service and TVA. The farmer explained how he is developing his farm and home according to a unified plan which takes into account the relationships of soil, water, plant and animal life.

In the evaluation which followed, the teachers discussed the ways in which such farm practices relate to the better living of farm families. They decided that more content was derived from this half-day trip than could have been obtained through extensive reading about what the farmer was doing. Several teachers have repeated the use of this technique with children.

The Cherokee County, Alabama, teachers utilized their six weeks' cotton picking vacation by chartering a bus and driving forty miles each day to a state teachers college where they formed a workshop group to study their local problems. During the first five weeks they drew heavily upon the library for printed materials and on agency personnel for firsthand information dealing with resources to be used in science, social science, and unit and core teaching.

One day during this period the group visited the hydro-electric plant at Guntersville Dam, the navigation lock

(they saw a boat locked through), waterfront activities in Gunterville, and malaria control activities on the reservoir. The last week of the six, this nucleus group worked with the entire county teachers staff in a week's conference, the purpose of which was to unify the educational program of Cherokee County.

Workshops on Resource-use Education

Alabama College at Montevallo sponsored a resource-use workshop, the main purpose of which was two-fold: to provide teachers with information about resources, and to develop attitudes favorable toward the wise use of resources. In order to do this, many outside agencies were used and local and area industries were visited.

In the summers of 1944 and 1945 Western Carolina Teachers College at Cullowhee, North Carolina, sponsored workshops of six weeks' duration devoted to resource education. Participants included elementary teachers; high school teachers of agriculture, science, mathematics, and physical education; principals; supervisors; county superintendents; and a parent-teacher state field worker.

Committees of the 1944 workshop dealt with standards of attainment in resource education, teaching materials, utilizing public agencies in resource education, collecting facts about a county from official sources, utilizing local resources and local leadership in developing a community recreation program, and capitalizing on the long school day of "bus children."

The results of these workshops have been evident both in the programs of the counties represented and in that of the training school at the college.

In Estill County, Kentucky, work-

shops emphasizing community resources have, for a number of years, constituted the in-service educational program. Local, state, and federal agencies always give assistance. Some of the outcomes reported include:

- increased participation of children and adults in community recreational activities
- annual folk festival at the county high school participated in by both children and adults
- pupils, patrons, teacher, and soil conservation supervisor planted kadzu on a hillside of a one-teacher school grounds
- local musician directed high school band without remuneration
- local musician living in a two-teacher school community played the piano for lower grade rhythm band; local doctor taught health to the teachers of the workshop
- farmers brought their soils and milk to high school and the pupils and teachers tested them
- patrons helped pupils and teacher cook in order that the school might have hot lunches
- patrons shared quilt patterns and recipes with other patrons and teachers
- community furnished trucks for pupils, patrons, and teachers to take educational trips
- one patron helped the teacher introduce some new vegetables such as kohli rabi, Chinese cabbage, and soy beans in the community
- patrons helped in canning demonstrations at the school
- two patrons helped pupils and teacher build a storage cellar
- pupils visited farms for observations and demonstrations
- the schools have had many projects on conservation of wildlife, forests, and soil.

These examples, taken from among many, point out perhaps some of the more useful methods employed and the types of subject matter which have been of most value. Through such workshop techniques teachers are growing in their understanding of community resources and in their ability to use them as a means of relating the learnings of children to life.

The Florida Workshop Program

How a state-wide workshop program for teachers in service has emerged over a ten year period is described by W. T. Edwards, professor of education, Florida State University, Tallahassee.

FLORIDA HAS EXPERIMENTED BROADLY with the workshop program. Stimulated by the work of the Progressive Education Association and the Southern Association of Colleges and Secondary Schools, the experimentation got underway about 1939. The state department of education took the initiative, inviting schools and making arrangements with the institutions.

In the summer of that year, six secondary school principal-faculty groups came to the University of Florida in Gainesville for six weeks of planning. An effort was made to develop curricula more in keeping with the needs of modern secondary youth living in a democratic society.

This workshop differed in some respects from the early workshop held by P.E.A. in that a "community of ideas" on the part of total faculty groups was stressed rather than the development and enrichment, on an individual basis, of teachers interested in exploring a particular field—that of the creative arts or the area of child growth and development, for example.

War Years and Emergency Teacher Workshops

All workshops worthy of the name grow out of the purposes, needs, and interests of the participants. This is not to say that purposes, needs, and interests may not be re-directed or deepened in the process. The total faculty work-

shop to which reference is made above also gave opportunity for teachers to experiment with creative art material, to plan resource units, and to work together on a statement of common philosophy.¹

With the coming of the war, faculties became unstable to such an extent that a faculty group that worked together in the early part of the summer was often broken by resignations before early fall. Many new or emergency teachers came into the schools, and for these there was need for orientation. Women who had taught prior to marriage and the rearing of their children also returned to the classroom, believing that in this way they could assist best in the war effort. The education of the young child, while war raged abroad, was to them a highly significant task.

At this point, the nature and character of workshops in Florida changed again in terms of interests, purposes and needs and there developed what was called the country-wide or school system workshop. These were held on the home base rather than on a college campus. They sought to:

re-orient teachers returning to the profession after an absence of several years spent in the rearing of families

¹ For a critical analysis of the total faculty workshop see *Peabody Contributions to Education* 305: "An Analysis of the Total Faculty Workshop Technique," doctoral dissertation of M. L. Stone, George Peabody College for Teachers, 1941.

assist emergency teachers, particularly in the small rural schools, secure some factual information and insight for their role as teachers

provide opportunity whereby teachers from other states migrating to the war-training centers in Florida might become acquainted with the philosophy of Florida's program for improvement of instruction.

The problems faced in this type of workshop did not in very many instances possess the long-range planning characteristics of the total faculty workshop. Little effort was made to work on total group problems of a faculty. The workshop often included provisions for sub-groups working on primary reading, wartime mathematics, classroom discipline, the teaching of elementary science, grading and promotion, school administrative policies, and the like. It was admitted frankly that the participants needed "emergency treatment." While something could be done to deepen insight and real professional understanding, the workshop could not be evaluated, primarily, from such a standpoint.

Post-War Years and the County-Wide Planning Workshop

The pattern established during the war years of holding workshops in counties and under auspices of the state department of education, the General Extension Division, the two state-supported institutions of higher learning, and the county school boards continued in the post-war period. It was felt that if workshops primarily should seek to attack problems, a more realistic job could be done out in the field where the problems actually existed.²

Furthermore, with the passage of the 1945 and 1947 legislative programs providing for supervision in every Florida county great impetus had been

given to instructional planning on the county basis.³ It was found through the survey conducted under the auspices of the citizens committee that Florida's county and local (city or district) programs of instruction were none too well coordinated.⁴ This is a situation of course which exists nationwide. Everywhere a better understanding and coordination of the total flow of pupil experience from grade to grade—kindergarten to college—and among the various subjects taught within a single grade are needed.

Thus the county-wide workshops which during the war years were of an emergency character again took on the characteristics of substantial, long-range planning. In addition, Florida's state curriculum development program which had begun to take root just as the war came on needed to become, to a greater extent, part and parcel of local planning and effort.⁵ Florida's school people were facing frankly the

² Florida has worked out a careful plan for handling off-campus workshops. This plan was developed cooperatively by the five agencies mentioned. Graduate credit for workshops up to six semester hours is given. The Lewis Scholarship Program gives \$20 per person participating in workshops.

Write the General Extension Division, University of Florida, Gainesville, Florida, for the *Bulletin on Administration of Workshops*, setting forth administrative arrangements on credit hours and staff; also, for the report titled *Leadership Conference on County Workshops* which gives detailed plans regarding how to plan for a county or school system workshop.

Write the scholarship section, State Department of Education, Tallahassee, Florida, for *Florida School Bulletin*, Volume IX, No. 5, "State Scholarships" which gives details regarding the plan for using state scholarship money to support workshops.

³ Write the State Department of Education, Tallahassee, Florida, for a copy of *Chapter 23726; Laws of Florida, 1947* which contains in full the legislative provisions for Florida's new school program under the foundation plan.

⁴ Write the State Department of Education, Tallahassee, Florida, regarding the procedure for obtaining copies of the complete report of the Florida Citizens' Committee on education titled *Education and the Future of Florida*.

⁵ Write the State Department of Education, Tallahassee, Florida, for the *Price List of Publications*.

just but critical comment of the survey staff, one member of which had said, "If you in Florida are doing in your schools what has been written in your curriculum bulletins, you should have the best instructional program in the nation."

Although the comment was justified, a similar comment could probably be made with reference to state curriculum development programs in other states. At any rate, Florida has set about in earnest to develop "teaching guides" on a county basis within the general framework and philosophical direction suggested by the state bulletins and general trends revealed by current educational literature.

Within most counties there are usually enough teachers working in the principal subject areas to make it worthwhile to bring to the workshop consultants competent to give assistance in making plans for guides to instruction within such areas. Lest the reader get the impression that Florida's program is wholly subject-centered, it should be stated that a great deal of attention is given to developing with all the teachers a sound social-psychological value base in terms of which they can re-direct what was formerly a subject-centered approach toward the experience-centered approach. In this way, Florida hopes to develop understanding of an individual-society-centered school which sees needs as the result of interaction between the individual and his total environment.

Latest Developments in Florida's Workshop Program

From the foregoing discussion, the reader will understand the "emerging character" of Florida's workshop program. There is much of value in each

of the kinds of workshops described. It is fortunate that rather complete written records have been kept.⁶

During the summer of 1947 a workshop held in Columbia County—near Jacksonville—combined many of the values found to flow from the "total-faculty" workshop, the "individual-teacher-enrichment" workshops (particularly identified with those stimulated by P.E.A.), and the "county-wide" workshop developed in Florida during the war and post-war years.⁷ Again, however, problem-solving was the chief characteristic of the workshop process. The problems were real ones, felt dimly at first by some of the participants, strongly by others.

As the workshop developed, what had been vague purposes stood out more clearly. The values flowing from the three approaches mentioned in the preceding paragraph were seen to reinforce each other. Problems in four major areas were decided upon for attack by the pre-planning steering committee: health, instructional materials, child welfare and guidance, and resource-use study.

Staff members were selected who could assist in these areas. Their inter-relationship was made apparent through the building of a social-psychological value base as concrete problems were under discussion.

County-wide committees with proper representation from each school

⁶ Write the Florida Curriculum Laboratory, University of Florida, Gainesville, for a list, and to secure loan copies. Volumes containing the total-faculty plans of the first six cooperating schools, plans of more than twenty-six county workshops, and administrative plans of numerous county workshops are available.

⁷ See two volumes: *Administrative Report, Columbia County Workshop, 1947 and County-Wide Plans, Columbia County Workshop*, which may be obtained from the Curriculum Laboratory, Florida State University, Tallahassee.

faculty made it possible to bring the general plans to the principal-faculty group and to carry suggestions from this group to the county-wide planning group. Time was also provided for individual teachers to plan within the suggestive framework of county-wide and faculty-wide suggestive approaches, and to influence thinking in those groups in terms of their own classroom planning.

The workshop also included community-school planning, particularly in the areas of health and resource-use study. Field trips, conferences with community leaders, and daily radio broadcasts by the workshop group and lay participants stepped up the process of interaction between school and community. This is still continuing. A careful evaluation is to be made at the close of the current school year which will reveal the degree to which "com-

mitments for action" by the county, school, and individual teacher or classroom have been met.

Conclusion

In this brief article it has not been possible to give anything like a detailed picture of the workshop program in Florida. Experimentation in terms of values has been uppermost in the thinking of the leaders of the movement. Much more careful evaluation during the post-workshop period needs to be done.

Workshops have been of sufficient worth in the state to insure their continuance as a very important form of in-service education for teachers and administrators. Only if they cease to represent pioneering effort or cease to deal with realistic, significant problems is there any likelihood of a return to formal "course-work" as the sole means of educating teachers in service.

To My Two Small Children

By RUTH G. NEWMAN

HERE, COME A MINUTE,
 Let us now appraise
 The handiwork of care and hours:
 More than body, more than cut of clothes
 And food intake and vitamins and charts of growth.
 Tell me by the way you move your hands and lift your heads,
 The way you touch each other or pull back behind the voice,
 Is it fun? Is it any fun—the being alive, for you?
 Aside from all the marvel of the new:
 Moon, machines, words, sounds, smells, and moving things
 Like birds, like wings, like thought and laughter.
 With friends, with bigger stronger ones
 Is it good or good enough, let's say,
 To want to care, to want to grow?
 Granted the pain to come, closed fist knocking on closed doors,
 And anger and self pity and the rest.

OH TELL ME, HAS IT GONE ALL RIGHT SO FAR?
 Do you, do you like yourselves,
 Inside, at the core?
 Oh, do you like yourselves?

College Campus Workshops

How a one-hour-daily six-weeks-course turned into vital workshop groups at Maryland University is described by Ruth Webb, divisional director, Washington, D. C., public schools, who was the leader of the groups.

"ISN'T it beautiful," she said, eagerly holding a sprawling clay bowl to view. "I carry it home in this box top each night and back again the next day. The men who take me in their car have not laughed at it yet, and they had better not because I love it. I think it's beautiful because it is the first thing I ever made. Really I know that it isn't much but I made it and it means a lot to me. You know, never again as long as I teach will I ever say to a child, 'You can do that better. Try again,' because he probably can't. To him his work is as beautiful as this is to me."

EDUCATION 124 AT MARYLAND UNIVERSITY during the summer of 1947 was a regular college class scheduled to meet one hour daily for six weeks. But the way it developed, students were spending many hours on the campus during free morning periods and in the long summer afternoons, enthusiastically trying to solve problems related to their understanding of creativity. The class consisted of forty-four students. Their winter teaching assignments were:

Thirty-six elementary school teachers

First grade	11 teachers
Second grade	3 teachers
Third grade	3 teachers
Fourth grade	4 teachers
Fifth grade	9 teachers
Sixth grade	6 teachers

Two junior high school teachers

One special teacher of music and physical education

Three elementary school principals

One assistant professor in a teachers' college

One elementary school supervisor

The instructor had had experience as a classroom teacher of all grades from one through sixth; had been an elementary school principal, and was a supervisor of elementary instruction. Because of her classroom experiences, the instructor held certain practical objectives for the course:

To give teachers some insight into the importance of teaching the so-called special subjects as part of an integrated and on-going daily program.

To develop through group processes all plans and action for the course.

To help teachers learn how to free children for the creative communication of their ideas.

To develop some understanding of creativity as it relates to the integration of personality of any individual, child or adult.

To provide for the student's active participation in a program of learning by doing rather than through verbalization.

The Students' Purposes

The students' purposes were first stated on the opening day. Each member of the group was asked to tell why she had taken the class and what she expected to get from the six weeks' work. A lively discussion brought forth many purposes on all levels of experience and maturity. Many of these purposes were related to the personal growth and development of the teacher.

Some purposes were related to developing a better understanding of children. Other purposes were related to increasing the teacher's skill in providing a richer curriculum for indi-

viduals. Two purposes related to the evaluation of creative expression.

The junior high school teachers hoped to integrate their work in such a way that they could help children develop more responsibility. The elementary school principals were desirous of developing more creative schools and in recognizing when children were ready to express themselves.

The assistant professor in the teachers' college planned to develop a program of creative work through which would come a philosophy and some techniques helpful in the preparation of elementary school teachers.

The elementary school supervisor of instruction wanted to aid teachers to foster in their children creative expression in the language arts areas.

For several days following the first problem census, the group spent some time in examining conditions conducive to creativity in individuals, and to a study of the importance of freedom in developing personality. As discussion developed, the students became more and more aware of the broader implications. As their vision and insight grew, new and specific problems were stated.

A Guide for Individual and Group Planning Emerges

With these new goals in mind, the group analyzed problems in an effort to organize its work. A guide for individual and group planning was given to each member of the class for study and notation. Specific planning emerged as the guide was used. This is the way it worked out:

I. List Your Purposes

A. To get personal release through doing together.

B. To develop our resources through research

and study of techniques and their relation to creativity, through development of personal appreciation, and through development of materials and references.

C. To solve certain puzzling problems:

How can we develop a rich program of creativity with inexpensive materials?

What is the place of independent seatwork in a program of creative education?

What is the relation of creativity to the child's stage of growth and learning, to talent and ability, to personality development, to environment, to daily program of work?

What can we do about wide ranges in readiness, maturity, interest, and ability?

When do we set up standards for creativity?

II. Suggest Activities

Through Which Purposes May Be Achieved

A. Possibilities and limitations of suggestions

Experiencing in the language arts—writing poems, planning choric speaking, writing and giving plays, and writing original stories.

Experiencing in the manipulative and interpretative arts—making marionettes, painting murals, working with papier mache, modeling with clay, working with block prints, manipulating finger paints, arranging bulletin boards, illustrating stories.

Experiencing in music—collecting records; working in cooperation with other groups; interpreting music in bodily motion, art or story.

Experiencing in sharing—giving dramatic presentations; giving a program of choric speaking, poetry; reading original stories; preparing an exhibit of art work; sharing results of research through discussion; sharing activities and materials developed with children.

B. Resources both human and material

Try some of the creative activities ourselves (base choice on interest).

Take trips to visit places where creative work is being done and can be seen.

Show and use audio-visual aids—films such as "A Little Child," "A Day in the Kindergarten" (A.C.E.), "The Wilson Dam School"; slides of children's art.

Plan talks by people who have had experiences in creativity.

Go to a demonstration to see children in action.

Read to gain information.

Discuss to share information.

Share examples of creativity.

Compile a list of source materials and an annotated bibliography.

C. Distribution of responsibilities among members of the group. As suggested in the section "possibilities for activities" a special interest census was taken:

Area I—Language arts	33 choices
Area II—Graphic arts	24 choices
Area III—Bodily movement	4 choices
Area V—Social arts	3 choices

It was decided that each group should meet certain requirements which the class outlined:

To elect a chairman and a secretary.

To select a problem after full discussion of individual problems of every member in the group.

To try to get a comprehensive statement that will encompass all the individual purposes.

To delegate cooperatively responsibility to members of the group.

To determine meeting times, places, and schedule a program.

To list materials and resources needed.

To provide for a report by the chairman and secretary to be given the entire class periodically.

To plan for a general summary of the group's work to be shared with the class in some culminating activity.

To prepare summaries for duplication by the editing committee.

III. Plan of Action and Ways of Releasing Products of Our Work

The four special interest groups met two days weekly in separate rooms and three days a week as a whole class. The story writing group used the library; the music and dramatic group met together or separately as its work demanded; the manipulative arts group arranged a room with long tables where materials and work were kept. Often on nice days one or two groups would sit under the trees on the campus or use the spacious lawns for rehearsing a dance or a bit of dramatic sequence.

These activities continued for six weeks. In general, during the first two weeks emphasis was placed on orientation, exploration of the theme under consideration, selection of problems, and active planning for sharing responsibilities and action. Conditions and criteria of evaluation were determined during this period also.

In addition to the usual laboratory periods, during the third week, the students heard a lecture by a psychiatrist and shared a film. Friday was devoted to a class meeting at which time the council of chairmen, a group composed of leaders of the four groups, led discussion of plans for next steps.

The fourth week brought some excellent slides of children's art activities arranged according to maturity and experience levels; discussion of whole school activities such as newspaper, dramatization, and other creative ventures; and sharing written expressions of the teachers themselves.

During the fifth week another film was seen and discussed; readings were organized around several large problems stated cooperatively by the class in student-led sessions; and current

practices in creative expression taken from actual cases and laboratory experiences were considered.

All workshop groups had planned for a sharing period to be held during the last week of the summer session. The story writing group presented a panel discussion on children and the language arts. The teachers gave interesting choric speaking using their original compositions; a journal record called *Pen Points* was kept of the creative writings of the group; and each member of the class was presented with a book of original stories illustrated by members of the art workshop.

The art group compiled a booklet called "Crafts" in which there were many excellent recipes and suggestions for working with materials. Members of the art group made block-print covers for booklets and illustrated materials made by other groups, for distribution to members of the class.

In addition to the four groups and the chairmen's council, three volunteer class committees were active. The bulletin board committee posted stimulating and interesting news and pictures, and arranged artistically any other material of general interest to members of the class. The visual education committee helped the instructor to select films, previewed them, and planned for class discussions. The visiting committee arranged for visits between groups to share ways of planning and working.

On sharing day—mid-way through the summer—the students brought pictures, murals, scenery for plays, children's pictures, creative stories, poems and newspapers written by children. One teacher brought her collection of puppets and marionettes made of plastic wood, cardboard, and papier mache. She gave several short skits for the group. Another teacher brought her looms and exhibited handwoven materials she had made on them.

IV. Plan of Evaluation

Evaluation for the sessions' work was based on certain conditions and criteria which the group determined cooperatively near the beginning of the term.

A. Conditions of evaluation

Effort—willingness to participate in activities

Reading—functional notes of individual reports with bibliography selected and actually read in the preparation of the topic.

Group participation—verbal presentation of individuals' share of report.

Participation in class discussion and in class committees.

B. Criteria of evaluation

To what extent have problem solving techniques been used?

To what extent has the student been released to participate freely in workshop activities? Has she shared and helped others?

To what degree was participation effective?

Was interaction between members significant? Were attitudes emotionally good?

To what extent has the student grown in interest and understanding of the problems of creativity? (Problems listed at the end of the third and sixth week to be compared with the original problems.)

To what extent was evaluation part of the on-going planning?

To what extent were ideas changed or broadened?

"I Can Hardly Wait to Try"

The entire program was flexible, providing for many spontaneous activities. Each day's work emerged from problems and needs of the preceding day and many threads of continuity were running throughout the entire summer's work. Each individual followed her own interests while at the same time she shared with others. The atmosphere was free of strains and tensions.

Every afternoon small groups of students could be seen in one or another of the work spots or scattered about the campus under the trees. There was a great deal of "overtime" spent on Ed. 124. Interest was so keen that one hour daily was not nearly long enough.

Near the end of the term a student said:

You know, I had been dreading school next fall. There was a little boy in my class last year who just wore me out. I couldn't bear to think of going back to school. But, do you know, I have just discovered that John is probably the most normal child I have in my class. I can hardly wait to get back, now that I see what he is after.

This was the first time I have tried a workshop of this type. It was hard work but the returns in satisfaction were great. The enthusiastic response

of the students, the great strides in growth of attitude, the splendid interactions and the new friends they made, and the freedom with which students began to express themselves—all convince me that it is an important way of working.

With one experience many lessons were learned and mistakes identified. Next time I shall endeavor to put into practice some of these learnings by providing more informal get-togethers for the chairmen's council where we may talk over the progress these group leaders are making. In this way closer guidance will be given to the leaders so that group processes will be more effective.

I was somewhat disturbed by the length of time it took for the groups to get into the middle of their interests. I realize now that this is a necessary part of orientation. True group planning is slow in the beginning stages. For example, the manipulative arts group spent a long time experimenting with the material it had requested. About the end of the second week I became worried because I felt that they were making no progress. All of a sudden concentration on individual projects became apparent.

In evaluating their work the students and I decided that adults are very much like children. When they are confronted with many exciting and unfamiliar materials they need to explore and manipulate in order to find the medium through which each can express her ideas successfully. With deeper appreciations of how groups of adults work together to meet their own interests and needs, I think that I can do a better job of it this summer. Like my student, I can hardly wait to try.

Seven Years A-growing

—An A.C.E. and U. of O. Cooperative Workshop

How a university and a professional organization have cooperated in developing a workshop program over a period of seven years. Alta Thomas is principal of the Wilson School, Oklahoma City, and has worked closely with both the University of Oklahoma and the Oklahoma State A.C.E. in developing the workshop program described here.

THE OKLAHOMA STATE ASSOCIATION for Childhood Education is deep in its planning for the seventh annual A.C.E. workshop at the University of Oklahoma, to be held the second and third weeks of June, 1948. The A.C.E. executive board, which comprises a planning board, and representatives of the University have met several times during the winter to complete the details necessary to assure the finest workshop their combined efforts can produce. All this preparation has needed much thought and effort but it is as nothing compared to the work that went into setting up the first two-weeks workshop seven years ago.

It was then that Martha Rinsland, instructor in the school of education at the University of Oklahoma and state president of A.C.E., conceived the idea of a workshop to be sponsored by the Oklahoma State A.C.E. Its purpose was to offer teachers two weeks on the University campus, living and working together; experiencing, sharing and learning from each other. It would be an opportunity for teachers to *do* things. No study from books or recitation of lessons. The time-honored college lecture course would be abandoned and the teacher would become a learner in her own classroom.

There were many wrinkles to be

ironed out before such a workshop could be developed. Approval and support had to be obtained from the state board of A.C.E., the school of education of the University, and the graduate council crediting association of the University. Then the real job of setting up the workshop was begun.

The workshop offered two credit hours, graduate or under-graduate, upon completion of ninety-six hours of actual work. A 2,000 to 3,000 word evaluation was required in lieu of a final examination. The University assumed responsibility for all expenses.

Provision was made to house the members of the workshop in the women's dormitory on the campus at prevailing prices for board and room. Each enrollee paid a five dollar registration fee and the regulation fee for two credit hours to the University. There was no other expense to the enrollee. If a teacher wished to enroll in the workshop without credit she was excused from paying the fee for credit hours and from writing the paper on evaluation.

This plan has been maintained throughout the seven years the Association for Childhood Education has sponsored the workshop at the University of Oklahoma.

As was mentioned before, a planning

board was set up including the state A.C.E. officers and several interested members, along with representatives of the short-course division and the school of education of the University. This board made a schedule of study classes and work studios, and provided instructors.

It was found that the dates scheduled for the workshop coincided with at least two other short courses of value to teachers, so the workshop schedule was planned to include these. One was the Institute of International Relations which met for four evenings and brought to the University such international figures as Eduard Benes. The second short course was the annual reading conference, later known as the elementary education conference. Outstanding resource people have participated each of the seven years—some of them returning to the workshop for the second time.

The faculty of the workshop was made up of Oklahoma University professors, visiting summer school instructors, and volunteer A.C.E. members who were chosen because of their ability in some activity. The University was most cooperative in lending its summer school faculty whenever possible to assist in the program of the workshop. The work of all the faculty, except the special resource person, was gratis but the University provided traveling expenses, housing, and board for all faculty members who were invited to the campus for the two weeks.

An A.C.E. member was chosen as executive secretary. Her expenses were paid on the same basis as the visiting faculty. Her duties were to carry on any needed correspondence during the year's planning and to be present for the two-weeks workshop to take care of all details.

Personnel and Publicity

The first A.C.E. workshop was limited to fifty enrollees, to keep the group small enough so that a spirit of comradeship and friendliness would prevail. Groups working together would be able to know each other and feel free to exchange ideas. Later this limit was raised to one hundred.

In order to advertise the workshop letters were sent by the University to all city, town, and county superintendents. A.C.E. branches also did their share in helping to make the workshop known throughout the state. The result was that, in several cases, a teacher was sent to the workshop by her superintendent with all expenses paid.

Each year there have been out-of-state teachers and one or more men principals or county superintendents in attendance. Every spring, since the first year, time on the University controlled radio has been given to A.C.E. to advertise the workshop.

Each workshop has had its own theme and it has been the core around which study and discussions have developed. Such themes as "Child Development in Wartime and After," "Growth Through Language Experience," "Child Development in a Democracy," and "Today's Children in Tomorrow's World" have given the workshop added impetus.

Types of Experience Offered

Two types of experience have always been offered: study group and work studio, each one of which meets daily for the two weeks. The study groups include preschool and kindergarten, primary and intermediate language arts, children's poetry and literature, curriculum planning, tests and measurements, visual aids. These groups un-

der the guidance of an experienced leader have time to exchange experiences, ask and give help on problems, receive new and workable suggestions for classroom procedures.

The work studios consist of finger painting, creative drama, manuscript writing, arts and crafts, music and rhythm, speech, science and nature study, shop. In these groups the teachers "learn by doing" and many inhibitions are broken during these experiences. Time is also provided so that members of the workshop may have individual or small group conferences with any of the faculty members or resource persons.

Of course, no one enrollee could be expected to cover all these classes in two weeks. The program is so arranged that the enrollee attends the general talks, the discussions, and any three study groups or studios for the full two weeks. Some of the more popular classes—i.e., finger painting—are offered at two periods so that the classes will not be too large.

The workshop is not all work. There is time for play, too. Luncheons, dinners, and evening parties are planned. An evening is reserved for square dancing, another for a sing-song, and still another for open house when members may invite their friends.

"Graduation" and Evaluation

On the last Saturday morning of the workshop there is what is laughingly referred to as graduation. At this program each study and studio group eval-

uates by skit, tableau or other original method what has been accomplished in the two weeks. This has always been fun and seems a fitting climax for the hours spent together working, sharing, and playing.

Each member of the workshop is asked to write suggestions for changes or additions and these are considered by the planning committee in setting up future workshops.

The Oklahoma A.C.E. workshop was begun in 1941 soon after the United States entered World War II. Each year, in spite of food shortages, transportation and housing difficulties, and all the many problems that the war years brought to all of us, the workshop has flourished. There has never been any thought of discontinuing it and it is hoped that the seventh annual workshop next June will be the best of all.

Anyone reading this account can readily see that only the splendid cooperation of the University of Oklahoma could make possible the success of the A.C.E. workshop. Through the years many of the faculty members have given timely help and advice. One person in particular, William B. Ragan, professor of elementary education, school of education, has been advisor, friend, liaison for A.C.E. His untiring interest, service, and active work have been most valuable. Those who have been closely associated with the workshop for the seven years of its existence know that its success is due largely to Mr. Ragan's guidance.

AS MEN AND THEIR AFFAIRS BECOME MORE AND MORE INTERRELATED . . . there is a corresponding demand for an outlook adequate to take care of this far-flung and growing connectedness. Nothing less than world mindedness will suffice—the ability to see social problems on the scale on which they exist.—W. H. Kilpatrick in *Education for a Changing Civilization* (Macmillan).

Workshop on an Island

The Oahu Association for Childhood Education in Hawaii had a week-end workshop at Camp Kokokahi on the Island of Oahu. The participants learned to use environmental resources both human and material and added strength to the organization and themselves as people. Gladys Gardner is A.C.E. president and assistant professor of education, University of Hawaii. Sara Swickard, first grade supervisor, University of Hawaii Teachers College; Mary Musgrove, territorial director of kindergartens, and Mildred Oxenius, assistant director of the Free Kindergarten Association, helped to prepare the manuscript.

TC. A.C.E.—THESE MAGIC LETTERS have taken on meaning for a large group of people. To us they mean Territorial Conference of the Association for Childhood Education. In October 1947, one hundred forty people with a common interest in children gathered together for work, study, and play in a camp situation. There were students, teachers from nursery school through high school, principals, supervisors, and college professors as well as people from the Salvation Army, child development centers, and art academy.

Early in the planning period the participants were asked to check their workshop preferences. Enthusiastic, well-prepared leaders were obtained for each workshop group.

The music workshop leader and her group managed skillfully to participate in marching, skipping, and other rhythmic activities in spite of a dirt floor and a crowded room. Some saw the rhythmic possibilities in moving the benches back and forth as they prepared first for their own workshop and then for the one on visual aids which followed. An interesting display of music books, recordings, commercial and home-made instruments added to the setting for this group. It also gave to all workshop

members a glimpse of some of the music and rhythm possibilities in the pods, bamboo, and other materials which surround us.

A workshop on audio-visual aids was requested by almost everyone who planned to attend the conference. Due again to limited space and the nature of the material to be used, it was decided to make this an area of discussion rather than a workshop in the true sense. The emphasis was placed on the less well understood phases of audio-visual education. We brought home many ideas to try: making our own slides, improving our picture collection, and securing such equipment as would make for better teaching and improved learning. Again, the display material added to our general understanding of the area and gave us new inspiration and the creative urge to develop our own materials.

The workshop in art opened new avenues of experience through discussion of the rich display materials. Members made dolls from broomsticks, examined exhibits, did spatter painting, experimented on the xylophone, did tin cutting, and stick printing. Best of all was sharing the fun of creating with one's own friends.

A large group interested in child de-

velopment worked through many problems together. The members of this group went back to their children with a renewed determination to accept each child *where* he is and *as* he is and with greater confidence in allowing the child to develop at his own rate. Reference material for specific aspects of child development was suggested and made available to the group.

The display of interesting new and old books kept everyone busy during the odd moments before and after lunch and on the lazy, rainy Saturday afternoon. The workshop leader brought these books to life. They became more than just stories. They took on meaning in terms of the experiences of the child, reading or read to.

References were made time and again to the display materials which gave all a "peek" at each area stressed in the conference. The A.C.E. publications representative made everyone acquainted with A.C.E. literature.

The Saturday night program was spent in discussing A.C.E. and its organization—local and national. One member told of the beginning and growth of the Oahu branch. Another member told of A.C.E. activities in and around Bronxville, New York, where she had been an exchange teacher the past year. Plans of the Oahu branch for the current year and hopes for A.C.E. activities on the other islands were outlined by the president.

June Ferebee took over at this point and really made us feel a part of her experiences in helping children learn the joy of expressing their own feelings and thoughts in writing.

Even our Saturday night movies were not neglected. The evening ended with the showing of two films: activities of the children in the University of

Hawaii preschool primary unit, and the large muscle motor development of four-year-olds, a University of California film.

Early Sunday morning we participated in an inspiring worship service, followed by the last workshop sessions of the conference and a "summing up."

Fun and work seemed to mix well at this conference. It was hard to tell where work began and recreation ended. Even being KP was fun because the work was shared with interesting people. How else can you know people so well in so short a time as when washing a stack of dishes? Also, let's remember how good the food was and how many of us loved the Hawaiian laulus, lomi lomi salmon, poi, and rice.

Rain? Our singing drowned out its heavy beating on the dining room roof. While a hike to Sacred Falls or to Maunawili didn't have much appeal, a drive to see the Upside Down Falls (and they were working in perfect order due to the rain) was just the thing. And then how pleasant to sit inside the dining room chatting, doing handwork, and looking over the book displays. Some people were most happy because the rain gave them an opportunity to go to their cabins and sleep!

Yes, Kokokahi was our first attempt at an all island gathering. Scarcely had its busy sounds died down before the murmuring echoes began to bounce back from the other islands of the Territory. From the coffee slopes of Kona to the valleys of Kauai comes news of new A.C.E. branches being started or old ones reorganizing. This coming together to share in fun and learning has not only been an inspiration to each member but has given strength to our Association in aiding in the building of a better future for more people.

Workshop Patterns and Processes

Three important elements that determine a workshop pattern and how they may be implemented and motivated are discussed by Virgil E. Herrick, professor of education, University of Chicago.

THE IDEA UNDERLYING WORKSHOP programs is that teachers are more likely to improve in their competence to contribute to the educational development of children and youth if they work on the problems that are of importance to them in that endeavor.¹ The workshop program exists to make sure that the teacher has the encouragement and resources to work on her problems adequately.

In general, workshops have been designed for mature teachers or adults because their experiences serve as a base for identifying and defining problems. There is no need, however, to confine workshop activities to adults. Children and youth also have experiences out of which problems are perceived.

The important elements in a workshop are a learner, a problem, and a concept of the learning process. This concept forms the essential context in which a workshop plan develops. It determines the personnel of the staff. It gives direction to the activities of both staff and participants. It provides the directives for determining structure.

The Learner. A workshop staff conceives of the learner as an active, responsible, purposeful and worthwhile individual—an individual so important that the staff constantly evaluates by asking questions such as these:

Is this person truly becoming more competent in the sense that he will be more capable to deal with his problems when he walks out of my office, leaves this group or returns to his teaching situation?

In advancing his knowledge and skill in dealing with his problems, are we helping him to examine this knowledge and skill so that he sees the learning processes involved in their development and how these processes are related to his working with children?

Are we helping him to see his individual problem in a broader context?

Is he having and gaining insight into what a "creative" experience is so that he will be more sensitive to its import for himself and for children?

Is he gaining in his understanding of children, of himself as a person, and of himself as a constructive worker in education?

Is he putting all his experiences and thinking together so that he sees their essential unity and function?

Is he able to see the plan or structure of the workshop program for the help it will give him in improving his understanding of curriculum programs by actually experiencing one?

Is he becoming more skillful in using his goals as a base for evaluating his present against the past and for forecasting his future against the present?

The Problem. The second element—the problem of the individual participant—serves as a base for selecting and evaluating his learning activities and as a center for organizing these experiences into his learning program. It is the tool which he and his advisor use to answer such important questions as:

What should be his schedule of activities for the day, the week, the workshop period?

¹"What Makes a Good Workshop?" By Virgil E. Herrick. *CHILDHOOD EDUCATION*, May 1946, 22:416-420.

What individual conferences, small group meetings, seminars, general lectures, library facilities, resources in the community should he attend and use?

How can he determine what special interest groups to attend?

How can he be sure that he is working with the right advisor?

What knowledge, facts, and abilities should he be gaining and using?

How will his work on this problem be related to his responsibilities as a teacher?

How can he tell if he is growing and developing the way he should?

What kind of reports or summary activities should he make at the end of the workshop period?

These questions also suggest the kinds of questions the workshop staff must ask and answer for itself.

The tentative problems of the participants determine the workshop pattern, the staff personnel, and the resources. They are also used to select the temporary advisor, to identify small interest groups, and to plan the schedule of activities for the workshop day and week. Throughout the workshop period, changes and development in the problems of the participants form the base for determining and making program changes. In evaluation two questions are asked of the participant:

What is the nature of the changes resulting from your effort to deal with your problem?

Are these changes the ones which will add to your maturity as a person and as a teacher?

A problem need not be seen in all its aspects by the participant before he comes to the workshop. One important activity for some individuals in a workshop program may be this continuous attempt to see and define their problems. For most people, however, a workshop experience is more useful to them if they have either a problem or an area of interest to serve as their initial orientation to their workshop activities.

The Process. The educational process as the third element in the workshop pattern reflects the recognition of the importance of the participant and his problems and attempts to contribute in a positive manner to the above evaluation questions.

The educational process of the workshop is based on concepts of learning dealing with the total dynamic aspect of the individual, the place and role of purpose, and the import of the social orientation of the individual to much of his learning. It accepts the point of view that, in a democracy, good learning is closely related to skills involved in problem identification and solution, in working and living with people, and with gaining an increased understanding of oneself and his world. It sees the participant as the important, responsible agent in all his learning activities, and that all activities should be judged on the basis of their contribution to his development.

This concept of learning is best illustrated in attempts to deal with the problem of evaluation. If learning as a developmental process is seen clearly, the workshop staff aids the participant to become more competent to do his own evaluation. He is asked and helped to deal with such questions as:

What are you trying to accomplish?

Are these accomplishments important?

What have you done?

What do you see as your next step?

These questions are difficult to answer because they should be asked of all educational activities. No participant or workshop staff can ignore them if more competence in working with children is desired.

In summary:

The learner is regarded as a person who can only grow and develop as he assumes respon-

sibility for his own learning. He is a person who must be increasingly secure to project his future as a teacher and as a man or woman. His essential uniqueness is defined and reflected in his concept of self and in his personal and professional goals.

The problem which he identifies and progressively defines as he works on it serves as the base for selecting and evaluating his workshop activities and as a center for organizing his educational program. It is the core around which the participant's learning structure is built.

The educational process which the learner uses to deal with his problem is the medium through which the participant and workshop staff members can communicate and work together. It is the definition of the relationships and patterns of interaction in which the workshop approach takes on consistency and direction.

Implementation

In implementating the workshop pattern the staff needs to think carefully about the problem of planning, the problem of participant-advisor relationships, and the problem of group work.

The Problem of Planning. The planning of a workshop program is more difficult than most educational programs because the plans must involve the participants and staff and grow out of the emerging experience of both. Also more than one level of planning is involved:

On one level, the individual and his advisor should be planning on how the participant is to deal with his problem most adequately.

On the next level, the special interest groups and their staff personnel should be planning on how to deal with their special interests to best advantage.

On the third level, the whole workshop group should be planning not only how to articulate and provide opportunities and resources for the individual and small groups but also what the total group's professional and social activities should be.

Such planning demands good leadership, excellent communication, and a

great deal of sincere work on the part of the staff and the participants. Its value grows out of its importance in teaching children, in working with school staffs, and in dealing with parents and other adults in the community. It is an essential skill.

Participant-Advisor Relationships. The center of the workshop activities is the individual participant working with his advisor. The success of the workshop as an educational enterprise frequently is dependent on the quality and vision of these conferences. The time schedule, adequate staffing, scheduling and recording techniques, and careful staff work should make these conferences easy to have and of high educational quality for the participant.

Here is where the participant really grapples with his problems with the support and counsel of his advisor.

Here is where the advisor can short-circuit the educational process by master-minding, by premature judging, by artificial forcing of all problems into one answer, and by binding the participant to the authority of persons and positions rather than to the authority of ideas and ways of thinking.

Here is the testing ground for all the verbalisms about the importance of accepting the learner emotionally and intellectually, for the understanding the advisor has of what the workshop is trying to do, for the educational process, and for the nature of good human relations.

If these conferences are successful, their contribution to the participant and his problem builds up over the workshop period. If unsuccessful, they rapidly deteriorate and become either social bull sessions or bull pits where internecine warfare takes place.

Group Work. The small working groups provide the opportunity for individuals with common interests and problems to share their concerns and

understandings. In this process the leadership is concerned with the development of social and learning atmospheres which encourage the individual members to attack the group problem and to make contributions to it.

As this feeling of sharing a common problem and good interpersonal relations develop, the group should move from a getting-to-know-one-another-sharing-of-ideas basis to an active, dynamic, constructive approach to the solution of its problems. This latter phase develops, however, only if the leadership and the resource persons have been wise in handling the difficult problems of group dynamics.

In a workshop program, leadership in group work demands all the intelligence, insight, and sensitiveness to people an individual can bring to it. A workshop staff cannot spend too much time in thinking through and constantly evaluating the contributions it is making to the increased effectiveness of groups to work together and to solve common problems. The most important tool the staff has in doing such thinking and evaluating is its conceptual understanding of the workshop pattern it is attempting to develop.

In the problems of planning, of individual conferences, and of group work, the attention of the staff cannot be restricted solely to *how* it works on problems. Equally serious attention must be paid to the concepts, facts, skills, and abilities which are most useful in dealing with them. The staff and participants must pay attention to both the content and process phases of learning.

Motivation Is Important

The concept of the learning process used in most workshops does not assume that interest, concern, and drive can be

obtained on a long-time basis by talking about them or by setting up incentives or pressures which force them. True motivation is not something imposed on learning. It must grow out of the purposefulness and significance that the learning activities have for the learner. It rests on the conviction that if things are interesting and important, they will demonstrate that fact.

The thinking behind workshop instruction attempts to pay the highest respect to the learner, i.e., that he is competent and able to determine his goals, to test their importance, and to strive for their accomplishment. The participant furnishes his own motivation. It grows out of the significance of the things he is doing.

In Conclusion

This concept of workshop patterns and processes suggests the kind of staff, physical facilities, administrative provisions, and over-all cooperations which are necessary to insure a successful workshop. Seeing learning as a personal and creative process immediately suggests the need for a wide range of creative opportunities for the workshop participant. These opportunities may range from an arts and crafts workshop to recreational and professional activities. Similarly, a consideration of what is involved in the individual conferences immediately points out what is necessary in the way of schedules, records, staff selection, and training.

Workshop plans, organization, and resources should grow out of learning activities which will aid the teacher to become more competent to deal with her personal and professional problems. Justification of a workshop is determined by the extent to which its participants *actually* become more competent to deal with their problems.

Children's Workshops

Clara Hickman, principal, has compiled these descriptions of five kinds of workshops developed by the faculty and parents of the Rose Lees Hardy Public School, Washington, D. C. The parents who contributed these descriptions are: dramatics workshop—Mrs. Charles Stephenson; Spanish workshop—Mrs. James W. Colpitts; French workshop—Mrs. R. R. Mortimer. The faculty members are: Irina L. Burch, Mary H. Donahue, Virginia S. Gaffney, Marguerite D. Jones, Ann R. Keliher, Marian Smith, and Ruth V. Wilson.

WORKSHOPS FOR CHILDREN! WHAT are they? And how do they function? We suggest this answer: They are children's selected activities worked out in different ways under various types of leaders with as many interests.

At the Rose Lees Hardy School, where parent participation is an outstanding feature, the children's workshops have grown marvelously. The following records submitted by the parents and members of the faculty tell the story of their workshops.

The Dramatics Workshop

The basic concept underlying all directed child-group work should be to help each child individually. The dramatics workshop offers a wide field of mental and emotional stimuli to children of all age and intelligence levels.

Since participants are not subject to grade classification, the child who is slow to learn in school or who may have a feeling of inferiority has an opportunity to win the respect of his classmates by developing his creative dramatic ability. Such respect, carried over into the classroom, can do much to help children's adjustment, improve scholastic work, and thereby ease the work for the teacher who frequently cannot devote as much time as she would like to children with problems.

However, the dramatics workshop was by no means created to solve problems. It affords a marvelous opportunity to those whose initiative, creative and histrionic abilities need directed opportunity and assistance. Frequently music is included in our projects. Our Christmas play included dancing.

Obviously, space is not available to cover the techniques, experiences, training, imagination, and patience employed by the director. A simple illustration must suffice:

A show based on radio broadcasting was planned, written, and produced in four weeks, the group meeting once a week for a two-hour session. The children chose their own roles, creating most of them; wrote their material, planned and in so far as possible made their sound effects.

Before the actual work began on the play, we visited a radio station where questions were answered and a broadcast enjoyed. The director of the dramatics workshop made few suggestions concerning the play and very few editorial corrections on the children's manuscripts.

The dramatics workshop is fun!

Foreign Language Workshops

Spanish. There are twenty pupils in the Spanish workshop which meets for a one-hour period each Monday afternoon. As a group we seem to be very, very interested in everything Spanish—i.e., learning the sound of the lan-



Making "something"
in the
handcrafts workshop

guage, trying always to speak it, discovering where it is spoken, learning famous legends and customs of these people, listening to their music, and trying to adapt their folk dances.

During this one-hour period our program is diversified because young children's periods of concentration are brief and their interest requires constant stimulation. This past week the group chose a Senor and Senora Gonzalez to present an "At Home" for luncheon. The activities included setting the table, answering the door, the Gonzalez' greeting their guests, and the luncheon menu. The children's conversation was previously learned by listening to Spanish records. The dramatic play or episode was enacted entirely in Spanish.

Soon, through the interest and aid of the legations and embassies in Washington, we plan to invite Spanish children

to visit our workshop to promote an exchange of ideas and a quickening of interest in our neighbors.

Hasta la vista.

French. A group of approximately twenty children began its study of French last year because of an interest in the language stimulated by the presence of two or three children in our school who could speak it. This same group has continued with only a few personnel changes this year.

In teaching French to young children, we have emphasized only oral expression—speaking to each other, and aural comprehension—understanding when spoken to. By taking care that the children never see the written until they understand the spoken word, the risk of faulty pronunciation is lessened, particularly for words containing silent letters.

The very young child grasps quite easily whole phrases and sentences. These are dramatized or associated with the objects in question and become a usable part of the child's French vocabulary. We use illustrated stories, pictures from magazines, songs, games, and dramatization as entertaining ways of learning.

The children have shown little hesitancy or embarrassment in trying to speak a foreign language. They have liked the sound of strange words at this age of garble, pig-latin, and hocus-pocus rhyme words. They soon acquire a "feel" for it, and in an off-hand manner assume that the whole subject is very simple. Naturally we use many cognates which add to this feeling and establish a close relationship between English and French.

We hope that this confidence in and familiarity with the language will carry over into later and more difficult foreign language study. This seems particularly important in this day when clear comprehension of our neighbors seems most vital.

C'est bon-le francais.

Crafts Workshop

The personnel of this group consisted of twenty boys and girls ranging in age from seven to fourteen years of age.

We believe that emotions play a large part in a child's life. The more opportunity he has for self-expression, the happier he is and the less he will feel the stress and strain of this post-war period. Such opportunity helps, too, in his all-round adjustment to life.

The variation in the physical and mental maturity of the members of the group was quite apparent. Some were ready to consult books, designs, and patterns for ideas, while others merely experimented with tools and materials.

We borrowed books from the library and wrote business letters when ordering materials. We also learned how to use scraps and waste materials.

Some of the children made frames for our poster-paint pictures and constructed bird-houses scientifically, learning all the while to use printed instructions. Some of the children, less mature in judgment, placed small pieces of wood on top of larger oblong pieces, drove wire brads around the edges, and were sure that their boats would sail. Others of approximately the same maturity level made airplanes of two pieces of wood which they "zoomed" around the room.

It was interesting to watch the development of certain children:

When Jack wanted to make a pair of book-ends with curved end pieces, he started to work on a piece of wood one-inch in thickness. Without any help from the teacher he discovered that his cross-cut saw could not cut on a curve and that his coping-saw would not cut satisfactorily through such thick wood. For his next project he chose a piece of wood better suited to the tools at hand.

John wanted to make a bird-house, the floor of which was to be 6" by 6". He chose a piece of wood 12" by 12", placed his pattern in the center of the piece of wood, and sawed around four sides of the pattern instead of two. He found that he had wasted his wood as well as his energy. The next time, he used a better plan.

By observing the groups at work, we realize that they are becoming better balanced individuals with a feeling of pride and satisfaction in their creations. At the completion of each job they are so eager to take it home that we have had to abandon our plan to have an exhibit. They have learned to plan their work; to be thoughtful of others; to saw on a line; to drive a nail straight; to plane wood; to measure accurately.

Let's make something!

The Library Workshop

The library workshop was organized to provide for the children who seemed to show no especial interest in the other activities. Since the range in reading ability was from below third grade to beyond tenth grade, most of the reading was done individually with the older children reading to or telling stories to the younger ones. Several recordings of children's classics were also used.

Toward the end of the semester, the older children in the workshop checked over the library files, being sure that all were in alphabetical form. In addition they examined each book and repaired any that needed it. Just for fun, but not as part of the dramatics workshop, some of the children who liked to dramatize selected parts from books they had particularly enjoyed and presented their interpretation to the rest of the group.

Here is a good story!

Service Workshop

The pleasure of "making things" and the joy of "doing for others" have been the happy lot of the service workshop. About eighteen boys and girls chose to work for the Junior Red Cross and have devoted their time to this service.

We began by studying the folders sent to us from Junior Red Cross headquarters and then decided upon the types of activities in which we thought we could participate.

Chosen early in the fall was the mak-

ing of nut cups to give a festive air to the trays of the soldiers in the hospitals. Nearly five hundred gay cups, decorated in crepe paper and appropriate symbols, have been delivered throughout the year to nearby hospitals.

Score pads made of colored paper and decorated with colored designs have also been made. Jokebooks and scrap books were made to the accompaniment of chuckles from the children.

One of the most original projects has been the making of spatter paint place cards, menu covers, and wall decorations. Weird cats' and pumpkins' heads were created for Hallowe'en; turkeys and cornstalks for Thanksgiving, and Christmas trees, wreaths, Santa Claus, and snowscenes for Christmas.

For overseas boxes, committees of children made many trips to shops to find just "the right thing." One committee directed the participation of the several classrooms who wanted to be a part of this Christmas activity that would bring happiness to the children of Europe.

Another committee was elected to buy candy, nuts, and a toy to fill dozens of stockings for children in hospitals at Christmas time. When the committees who had delivered the stockings to the hospitals returned to school, they decided that there was more that they could do. So, they are planning to add a program of entertainment. They will sing, play recordings, tell stories, and read to those who are shut in.

Junior Red Cross for service!

IT IS NOT DIFFICULT TO FIND INDIVIDUALS OR GROUPS WHO WANT EVERYONE ELSE to believe, to think, to act and to feel according to a prescribed model which they prefer and which they wish to impose upon all others. The democratic approach to social order, on the other hand, is essentially that of achieving order by orchestrating the widest diversities of individuality on the common theme of human needs and values.—L. K. Frank in *Unity and Difference in American Life* (Harper)

More About Workshops

IN THE SEPTEMBER ISSUE WE would like to publish letters from any of you who attend a workshop this summer. Let us know where it was, who was there, what you did, and what you think of your experience.

Just as this issue goes to press the editor receives a copy of *Workshop Techniques in Elementary Education*, prepared by Helen K. Mackintosh. In its fifteen pages it discusses organization, programs, personnel, and gives four illustrations of successful workshops. Single copies are available free upon request to the elementary division of the U. S. Office of Education, Washington 25, D. C.

Children's Books IN A RECENT LETTER DOROTHY Cadwallader, editor of books for children and principal of the Robbins School, Trenton, New Jersey, tells what happens to the books sent for review in CHILDHOOD EDUCATION:

Some of these books go into our school library. The others are sent to Holland, Italy, England, the Fiske School Center and a rural school in Tennessee. Each week letters fly back and forth between these places and us in Robbins School, forging a stronger chain of friendship.

It was because a little boy in Holland took home Lois Lenski's *Little Farmer* that we found out his brother who had returned from a T.B. sanatorium wouldn't drink his milk and needed cocoa to help him get it down. The mother just mentioned it in her letter.

That very afternoon our youngsters brought eight pounds of cocoa, two pounds of rice, two pounds of sugar, and six cans of milk which they sent immediately to Holland. We received such a grateful letter from the mother saying that the cocoa was "a heavy shower" for they can buy only two tablespoonsful a month.

Cards, letters, greetings, bulbs, and carnation seeds have been sent in appreciation to the children at Robbins School. "School is a different place since our wonderful contacts abroad," says Miss Cadwallader. "The books are being enjoyed by many, many children and the sharing of them is doing our children a world of good."

Continued Efforts for Peace

THE UNITED NATIONS CAN now officially keep itself informed on the status of the world's teaching profession. Such action is assured by the fact that the UN Economic and Social Council admitted the World Organization for the Teaching Profession to a "consultative" status in accordance with the UN Charter. This means that the

Across the

WOTP and the UNESCO now have official means for consulting with one another. The WOTP is growing in strength. It now includes nineteen national teacher groups. The most recent member is the National Union of Teachers of England and Wales.

Overseas Teacher-Relief Fund

THE OVERSEAS TEACHER-Relief Fund of the NEA, begun at Thanksgiving time, has collected a total of \$245,682. The money has been allocated to aid teachers in Europe, the Philippine Islands, Japan, and to promote educational efforts in China and other war-torn countries.

At a recent luncheon meeting of NEA staff members James Yen, father of the mass education movement in China, spoke. The story he told of this movement is one of the most thrilling and encouraging this listener has heard in a long time. It illustrates the power of constructive, dynamic leadership and what can be done when enough people want it done.

At the close of the luncheon Willard Givens, executive secretary of the NEA, presented Mr. Yen with a check for thirty thousand dollars to help him in his work. At the same time a letter was presented to Narciso Ramos stating that the NEA was sending fifteen thousand dollars in CARE packages for distribution to the teachers in the Philippine Islands. These two gifts from the NEA were made possible through the Overseas Teacher-Relief Fund to which American teachers have contributed.

Letters From Abroad

IN A LETTER TO MARY DABNEY Davis, Elfrieda Ketzer, director of teacher education for kindergartens in Frankfurt, Germany, shares a most significant opinion. Miss Ketzer has been responsible for the experimental program in which for the first time a kindergarten class is made a transition between home and school and the "first" grade is taught with "kindergarten" methods. This is what Miss Ketzer says:

... When I heard first from the American method of joining kindergarten and school I thought I ought to hold my hands against that to protect the kindergarten, to avoid school-manners to enter into the kindergarten. I was afraid school would swallow our kindergarten and

Editor's Desk

the kindergarten would lose its character as a real home.

Now my opinion has changed. I think school has to become a real home, too. Perhaps it is a great fundamental mistake of our schools that they speak only to one part of the child—to the intellect. The kindergarten child is a whole. You cannot speak to one part alone and I see that you in your schools also speak to the child as a whole. I believe that is the best our school should learn from the kindergarten.

I think this is most important because I think one of the reasons of our disaster is this thinking only of a part of the person and not of a whole character. That was the reason that many of us thought: I do my work properly. That is enough. I am not responsible for things others do. I must not care about that.

And I believe, too, that is the reason that many a person is honest and honorable in one part of his life and is a rascal in another part of his life and is living with this disunion without being tormented by it. As I see things from this point of view, I am so very interested in our experimental class.

To Mary E. Leeper, writes Gabriella Rombo from Milan, Italy:

The situation is very much the same as when I left Italy in 1946 to come to the States except that most of the schools, occupied by the army, have been de-requisitioned and a very small percentage of those destroyed by the war have been reconstructed. The curriculum, apart from having been freed of all Fascist propaganda, remains very much the same as we had during the Fascist regime and even earlier.

Our schools from the first grade to the thirteenth are painfully traditional. There are no activities and no participation of children in the school life. The children enter the classroom at nine o'clock in the morning and come out of the same classroom after four or five hours, having listened all the time to a teacher explaining the next lesson or having been called to recite what they have learned for the day.

In the lower grades the children are kept busy by drilling them for hours. The new programs for the elementary schools that had been worked out at the time of the Allied Commission represent a real improvement on the old ones. But they are carried out in spirit only by a very small percentage of the teachers—those who under any conditions would know how to work with children. Their efforts are unknown and uncoordinated and very often not supported or duly appraised by the school authorities. For the mass, the new elementary programs are good mainly on paper.

At the present time we have but one experimental school in Italy, and that has been set up by Professor Codignola in Florence. But the new spirit of education is beginning to be felt by a small number of teachers. In Milan, under the leadership of Carlton Washburne, it has been possible to start an NEF group. Another has been formed in Florence and another one in Turin. The groups have very few numbers and their activities are not many. But they are feeling their way to see in which field they can work better.

In Milan we are planning to set up a demonstration school in the very near future. We have chosen the

Scuola Rinnovata, an elementary public school in a rather poor district of the town. This school has already the status of "demonstration school" but except for a few activities it does not differ much from any other school. Our difficulties will be many. We lack everything. It will not be easy to work with the new teachers who have not the slightest idea of modern methods of education. Our elementary teachers have no training and only a secondary school education. It will not be easy to work with the old teachers who are feeling a false loyalty to their old principal—the founder of a "new method" that has lost vitality. The school will also be used as a demonstration center for a training course the NEF group in Milan is going to offer to future teachers.

WE LIKE WHAT JOSEPH
What Should a School Hudnut, dean of the
Building Be Like? faculty of design at
Harvard, says a school
building and its surroundings should be:

Our schoolhouses are built too carefully for precept and formula; we must open them to activity and freedom. We must make them into workshops: into aggregations of workshops each shaped for exercise and practice. There should be workshops—studios—not only for the plastic arts of painting and sculpture, but workshops for dancing and the making of music; workshops where stories and poems are made; workshops for textiles, ceramics, and metal-ware for photography, modeling and the graphic arts; workshops for the designing of houses and of such products of industry as come within the range of the students' aptitudes.

There should be workshops which should prepare the student for the art of living together in families—that ridiculous name domestic science being forever anathema; workshops for the art of living together in communities—I mean, of course, the art of politics. . . .

We have had enough of those tight brick boxes, hung with the tiresome relics of temples and palaces; those monuments which imprison pupil and teacher. Let's have low and rambling buildings laid out around green- and white-walled courts, with sunny classrooms opening through walls of glass; buildings adapted without affectation to the practical requirements of the workshop; buildings which nevertheless are full of grace and take the children lovingly into their arms. Set these buildings in wide lawns; let them be free of exterior steps and basements; and if there must be asphalt playgrounds let these be decently framed in elm and evergreen.

THE PANEL REPORTS OF
Juvenile Delinquency the National Confer-
Reports Now Available ence on Prevention and
Control of Juvenile De-
linquency are now available in printed pamphlet from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Some of the titles include: *School and Teacher Responsibilities, Home Responsibilities, Mental Health and Child Guidance Clinics, Community Coordination, and Recreation for Youth*. The pamphlets cost from ten to twenty-five cents.

Books FOR CHILDREN . . .

THE WIND AND ARABELLA. By Paul Bonabanon. Illustrations by Janice Holland. New York: Oxford University Press. Pp. 69. \$2.

Arabella, a little doll made of raffia, seems almost human in her relationship with Lucy, a little girl, and Aunt Phebe. Timothy, the scarecrow, provides humor and excitement. Little girls who enjoyed *Hitty* and *Miss Hickory* will find this tale another source of pleasure.

THE STORY OF FLORIDA. By May McNeer. Lithographs by C. H. DeWitt. New York: Harper and Brothers. Unpaged. \$1.50.

This is the ninth book in the Regions of America Series. It brings to life one of our most colorful states. A study of the end sheets alone gives one a fine idea of this old, old state that has lived under the flags of Spain, France, England, the Confederacy, and the United States. Land of palms, Spanish warriors, Seminole Indians, pirates, orange groves, turtles, wrecks, and hurricanes, Florida presents a never-ending picture of varied scenes.

THIS IS MEXICO. By E. Evalyn Grumbine McNally and Andrew McNally, Jr. Illustrated with photographs by the authors. Maps by Valdemar Paulsen. New York: Dodd, Mead and Company. Pp. 216. \$4.

The people, the country, the cathedrals, the fiestas, the arts and crafts, markets, schools, animals, plants, ancient and modern civilizations of Mexico are portrayed through photographs and text. Children, ten and over, will find much to challenge them in this comprehensive panorama of our neighbor to the south.

JARED'S ISLAND. Written and illustrated by Marguerite De Angeli. New York: Doubleday. Pp. 95. \$2.50.

When Jared's ship went down in 1760 he found shelter on the Jersey coast with two Quakers—Abner and Jenny. His brother, Colin, was supposed to be lost but Jared could not give up his search for him as well as for Captain Kidd's treasure. Boys and girls will thrill over Jared's adventures and rejoice with him over his reunion with Colin and the discovery of gold.

ALWAYS REDDY. By Marguerite Henry. Illustrated by Wesley Dennis. New York: Whittlesey House. Pp. 79. \$1.75.

Every child will love Reddy, the bird dog, and her puppy, Snippet. How she was moved out of her home to the basement of the city hall and what she finally did for the citizens of Belleville makes a lovable tale of a fine dog. This story will delight all lovers of dogs.

HURRY, HURRY. A Story of What Happened to a Hurrier. By Edith Thatchler Hurd. Illustrated by Mary Dana Shipman. New York: William R. Scott, Inc. Pp. 44. \$1.35.

What a funny story! Miss Smith who took care of Suzie was always in a hurry. Her continuous hurrying leads to all kinds of difficulties until she lands in a glue factory and learns a lesson. This is a read-together story and will be greeted with rollicking laughter.

NICKY'S BUGLE. Written and illustrated by Jane Rietveld. New York: Viking Press, Inc. Pp. 56. \$2.

Nicky wanted a bugle so that he could play for the soldiers at Fort Winnebago. But, alas, he had no money. How he traded a shell for an Indian headdress and the headdress for a sharp pocketknife and finally through perseverance won the prized bugle makes an exciting tale of early Wisconsin pioneer life.

MISTY OF CHINCOTEAGUE. By Marguerite Henry. Illustrated by Wesley Dennis. New York: Rand McNally. Pp. 173. \$2.50.

A truly delightful tale of freedom-loving ponies, descendants of the wild ponies washed ashore on the island of Assateague when a Spanish galleon was wrecked. How Paul and Maureen tamed a mare and her colt, Misty, makes a most thrilling story.

THE THANK-YOU BOOK. Written and illustrated by Francoise. New York: Scribners. Unpaged. \$2.

A little child says "Thank you" to all who contribute to his happiness.

Books FOR TEACHERS . . .

PERSONALITY. *A Biosocial Approach to Origins and Structure.* By Gardner Murphy. New York: Harper and Brothers. Pp. 999. \$7.50.

The author's modest aim as stated in the foreword is "to write about personality in such a way as to help in clarifying the little that we know and to show its possible relations to the vast and confused domain that we do not yet understand."

Gardner Murphy employs the term biosocial to indicate that what is biological is at the same time social. It is a hopeful note to learn that traits are never inherent but are always, to some extent, the responses of definite tissues to definite environment. He expands this thesis by many practical examples so that the reader finds himself applying the principles to actual classroom situations.

The book is a storehouse of apt illustrations from literature and the arts ranging from *Alger* to *Shakespeare*. It consists of six parts: Organic Foundations, Learning, the Personal Outlook, The Self, Wholeness, and Individual and Group. Under these broad headings one finds many appealing sub-titles: *Imagination and Thought*, *The Dreamer*, *Creativeness*, *Compensation for Inferiority*.

The scope of the book is not to give a comprehensive theory of the learning process. Nevertheless, a subtle learning mechanism is employed throughout, even on the reader himself by an exceedingly clever writer and student of human nature. For example, the word "canalization"—at first just another psychological term used to express the power and charm of the familiar—becomes a living and vibrant part of the vocabulary after the many life situations used by the author to illustrate it in the particularly fine chapter bearing that title. Each new term is closely interrelated with succeeding expressions until a system of mutually reinforcing associations has been made. When simple canalizations are established they become values. It is this reviewer's opinion that the section dealing with values is the author's outstanding contribution to the study of personality.

All that, however, is as hors d'oeuvre for the fascinatingly challenging part of the book beginning with "The Personal Outlook." It is here that the teacher finds himself involuntarily bringing the specifically knotty problems of child behavior and testing them with the background of personality traits of people described in the book. It is here that one also begins to bring isolated behavior elements into the total picture and to understand why Johnnie always responds negatively or why Mary's dream about skating may be a wishful continuation of a pleasant daytime experience.

Although this is a monumental work, it is probable that few teachers will reach its last page—927. It is not easy reading for the educated layman. It abounds with the terminology of experimental psychology. Nor does the author's style of writing make it any easier. But this does not detract from its value for teachers. Its encyclopedic nature and remarkable bibliography of 749 items will be exceedingly useful.

This book is not the work of a mere theorist. Along with Mr. Murphy's scholarly approach to personality the reader is impressed by his deep understanding and creative insight into the practical personality problems of the individual and his relationship to the group. This is indeed an important volume for workers with children and for students of psychology.—ANNE McSPADDEN, *Bronxville Elementary School Staff, New York.*

SPIRITUAL VALUES IN THE ELEMENTARY SCHOOL. *Twenty-sixth Yearbook of the Department of Elementary School Principals, National Education Association, Washington, D. C.: the Department, 1947. Pp. 350. \$3.*

In a world distraught as ours it is particularly fitting that the current yearbook of the Department of Elementary School Principals should deal concretely with the ways various schools are developing spiritual values. Major emphasis is placed upon how the elementary school helps develop these values through association with people, ideas, ideals, institutions.

The yearbook spotlights the fine work being done in educational situations throughout the United States. These vignettes of practice point out clearly and concretely the ways in which all of us may work to gain finer values. No reader can fail to feel an increased sensitivity toward the important role of the elementary school in this area of child growth.—B.H.

ORGANIZING THE ELEMENTARY SCHOOL FOR LIVING AND LEARNING.

1947 Yearbook of the Association for Supervision and Curriculum Development, National Education Association. Washington, D. C.: the Association. Pp. 211. \$2.25.

This yearbook sets down ways in which four centers in America have made their school organizations serve the purposes of child growth, democratic living, community action, and world understanding.

Chapter one treats five aspects of organization for good living and learning: organizing for flexibility, use of time, change, social living, and lasting values.

Chapter two deals with the school's responsibility for meeting developmental needs of children for love, friends, elbow room, fresh air, nutrition, and interesting things to do. Excellent illustrations of ways to meet these needs through school environment, curriculum, and child study are given. Teachers will find the chart of child growth and development very helpful.

Chapters three, four, and five deal with ways the school and community can work together to improve the quality of living, ways schools may develop citizens who can function effectively in a democracy, and ways schools can develop world-minded citizens.

To work with renewed vigor and insight to help democracy come of age through education is the challenge of this yearbook.—B.H.

THE EXPANDING ROLE OF EDUCATION.

Twenty-sixth Yearbook of the American Association of School Administrators, National Education Association. Washington, D. C.: the Association, 1948. Pp. 484. \$3.

The need to narrow the distance between the "schools we have" and the "kind of schools we say we want" makes evident the reason for the emphasis of this yearbook. The success our country may enjoy as a leader in world affairs

depends to no small degree upon our ability to expand greatly the role of education. This expansion, as envisioned by the writers of this yearbook, must open educational doors to young children below compulsory school age, to adolescents not now in school, to older youth and adults, and to exceptional children of all ages.

Later chapters deal with four critical areas which need to be developed: ways to improve health and fitness, the values of utilizing work experiences, important factors in developing world-minded citizens, and the value of multi-sensory aids to learning.

The final chapters deal concretely with the problems of personnel needed to develop a program, the kind of school plant and equipment needed, the extent of financial support, and the pressures and hazards an administrator encounters as he implements the recommended program.

In reading this yearbook one becomes increasingly aware of how far-reaching are the implications of the proposals set forth. A new vision of education comes into focus.—B.H.

PROMOTING PERSONAL AND SOCIAL DEVELOPMENT THROUGH READING.

Supplementary Educational Monographs. No. 64. Compiled and edited by William S. Gray. Chicago: University of Chicago, Press, 1947. Pp. 232. \$2.

This monograph deals with the important role reading may play in promoting personal and social development of individuals. It emphasizes the need to seek the types of development called for and to bring children into contact with those books which deal with promoting these understandings.

Concrete illustrations of current practice are given for different levels of maturity. These would be extremely helpful to teachers. Various chapters deal with ways to promote understanding of our democratic life, insight into the current social scene, better appreciation of intergroup problems, and the need for achieving world mindedness. An excellent list of books which teachers may use for promoting these understandings is included.

Perhaps the most valuable function this monograph can serve is to make teachers more aware of the shortcomings of our present reading program and point the way to effective remedies.—B.H.

Bulletins AND PAMPHLETS . . .

Developing Understanding

There is a growing awareness among parents and teachers of the need for deepening our understanding of children and for helping children understand themselves and the world they live in. This is the basic function of a sound guidance program. Bulletins reviewed this month represent a small sampling of the wealth of material now available in this field.

GOOD EDUCATION FOR YOUNG CHILDREN. By Roma Gans, et al. Rev. 1947. New York: New York State Council for Early Childhood Education, Box 98, Queens College, Flushing. Pp. 54. Sixty cents.

This is a joint publication of the New York State Association for Childhood Education and the New York State Association for Nursery Education. Originally published in 1946, the demand for the pamphlet resulted in a complete revision and in expansion to include chapters to deal with each age level from the two- to eight-year-olds.

Those of us who are concerned with early childhood and who recognize the significance of education for this age level will find in this handbook much of practical help.

SOME SPECIAL PROBLEMS OF CHILDREN.

By Nina Ridenour in collaboration with Isabel Johnson. *The New York City Committee on Mental Hygiene.* New York 10, New York: 105 East 22nd Street. Series of eight pamphlets, 8 to 16 pages each. Single copies, ten cents. Packet of eight, seventy-five cents.

In this series of pamphlets an attempt is made to help parents and teachers develop a point of view which will make them more competent in dealing with children in common situations which frequently disturb both adults and children. The titles of these pamphlets indicate the types of situations treated: When a Child Hurts Other Children, When a Child Is Destructive, When a Child Uses Bad Language, When a Child Won't Share, When a Child Still Sucks His Thumb, When a Child Still Wets, When a Child Masturbates, and When a Child Has Fears.

Competent authorities have expressed in simple and direct language the causes of certain kinds of behavior. Equally important are the specific suggestions given for handling these situations in ways which will remove much of the tension and fear parents and children frequently experience.

Teachers and parents will find these pamphlets of great value. Their use is especially recommended by schools directing parent-teacher study groups. They would also be of value in clarifying student teaching experiences in interpreting child behavior.

HELPING YOUR CHILD. St. Louis, Missouri: St. Louis Public Schools. Unpaged. Price not given.

This attractive little pamphlet represents another effort to help make the initial school experience a satisfying one for youngsters by giving parents information which will help them adjust to their child's first adventure away from home. It contains specific information relative to administrative procedures as they affect kindergarteners and first-graders, and gives suggestions for helping the child keep well, get along successfully with others, and enlarge his experiences.

Guiding Growth and Development

Parents and teachers are mutually concerned with the child's growth and development toward goals deemed worthy of achievement. Four efforts in curriculum building, one in parent education, and one in a specialized skills field are reviewed briefly.

GUIDING CHILD DEVELOPMENT IN JUNIOR PRIMARY and GUIDING CHILD DEVELOPMENT, GRADES THREE THROUGH SIX. Curriculum Workshops. Tampa, Florida: Hillsborough County Board of Public Instruction. Pp. 110 and 115 respectively. Prices not given.

These two courses of study are reviewed as a unit. They represent many of the good features and some of the bad features of typical courses of study. There is an attempt to help the child

become integrated through the organization of learnings; there is an attempt to express in practice the theory of a child-centered school; there is an attempt to provide teacher participation in curriculum building. All of these efforts are worthy and commendable.

The shortcomings are such that they may successfully impede the fruition of the very desirable aims. How much specific and real help to classroom teachers will be derived from these courses of study? Are the language and style direct and simple enough to make meaningful the objectives cited? Why didn't the teachers have access to and utilize specialists in child development and specialists in additional content fields? These questions imply major weaknesses in many curriculum efforts throughout the country.

BUILDING GOOD CITIZENS. *A Cooperative Study of the Task of the School by the Teachers and Staff of the Milwaukee Public Schools under the Leadership of the Curriculum Planning Council. Vol. IV, No. 1. Milwaukee, Wisconsin: The Board of Education. Pp. 10. Price not given.*

The bulletin "attempts to point out what education of youth must include if our young people are to contribute effectively toward the preservation of the democratic way of life and the perpetuation of the democratic ideal." This bulletin is, in effect, a statement of what the schools of Milwaukee conceive their obligation to be and is, indeed, thought-provoking.

THE READER'S DIGEST READING WORKBOOK. *Part I. Prepared by Gladys L. Parsons and Gay Wagner for Reader's Digest. New York 10, New York: 353 Fourth Avenue. Pp. 128. List price, fifty-six cents; school net price, forty-two cents.*

An interesting new development in the field of materials for reading instruction is the *Reader's Digest* workbook for use in the sixth grade.

Consisting of a series of "21 articles from past issues of the Digest, re-written and adapted where necessary to conform to sixth grade reading tastes and maturity level," each is followed by a set of exercises. The child is told that careful reading and completion of the exercises will result in improvement "in ability to understand what you read," in "how to think more clearly, how to read more rapidly, how to

train your memory, and how to increase your knowledge of words."

The fact that *Reader's Digest* has entered this field implies recognition of a wide-spread need for a more adequate program of teaching children essential reading skills. Whether or not this instrument is a good one for the purpose is debatable.

Several questions are raised, however, which should be given some thought. The form and source imply that the material is of current interest like the regular issues of this magazine. This is not the case. The *Workbook* represents a collection of selections, originally appearing in other periodicals and books, and later adapted by *Reader's Digest*. For example, one article, "Training Your Dog," originally appeared in *Good Housekeeping* for March, 1929.

There is no doubt that there is a need for interesting material on *current problems* which may be used by children in the upper elementary school. *Reader's Digest* could make a real contribution by shifting its emphasis and its efforts in this direction.

HELPING OUR YOUNG CHILDREN TO LEARN. *Prepared by the Division of Elementary Schools and the Bureau of Reference, Research and Statistics, Board of Education of the City of New York. Brooklyn 2, New York: The Board of Education, 110 Livingston Street. Pp. 46. Price not given.*

When New York City changed from semi-annual to annual reorganization of the elementary school, it necessitated admission into the first grade of five-year-olds who would otherwise have been in kindergarten. The special problems in curriculum and teaching created by this administrative change, together with practical helps given teachers in meeting them, provide interesting and encouraging reading.

PARENTS AS TEACHERS. *A guide for Parents of Elementary School Children. Prepared by the Committee on Emotional Stability of the Metropolitan School Study Council. New York: Bureau of Publications, Teachers College, Columbia University. Pp. 25. Thirty-five cents.*

Operating on the belief that what children learn is not learned in school alone, the committee discusses in practical ways how parents may become better teachers. Use of this pamphlet would be conducive to improving parent-teacher cooperation.

Research ABSTRACTS . . .

CHILDREN'S TEXTBOOKS AND PERSONALITY DEVELOPMENT: AN EXPLORATION IN THE SOCIAL PSYCHOLOGY OF EDUCATION. By Irvin L. Child, Elmer H. Potter, and Estelle M. Levine. *Psychological Monographs* No. 3, 1946, 60:1-54.

Based on the assumption that children develop motives and learn ways of satisfying them in the school situation as well as outside it, this study analyzes the content of thirty general reading books at the third grade level. Nine hundred fourteen stories provided 3,409 themes for analysis; the method of analysis is that used by Murray in *Explorations in Personality*.

Because of the detailed types of analyses, dealing with some thirty-odd categories and sub-categories, results are not easily summarized in brief fashion. More significant from the point of view of the purpose of the study is the authors' discussion of the cultural forces seen in the content. Rewards and punishments are given in the stories in accordance with society's principles of evaluating behavior. Children's efforts are commonly rewarded but often skills and learning are portrayed in relationship to dependence on adults, with little encouragement of independence and originality.

The authors feel that, on the whole, these books tend to further good adjustment. However, they deplore the attitudes of unrealistic optimism, the very rare instances of failure, and the lack of attention to courses of action open to children in failure or frustration situations. The assumptions made by the books that children do not have undesirable emotions is not only unrealistic, as the authors point out, but may also intensify feelings of guilt on the children's part without ever offering constructive channels for release of tensions.

Differential treatment of the sexes is a striking finding, with female characters portrayed as "sociable, kind, and timid but inactive, unambitious, and uncreative." Although there is validity in this treatment of the sexes in terms of the actual adult society, the implications of this type of portrayal for the adulthood of girls are, the authors feel, unfavorable. The question would seem to be: Is it better to train

girls for the world as it is or for the world as it might be, were the girls from an early age differently trained and motivated? The latter choice would seem to be the more progressive answer.

Differential treatment is also given children and adults with the children shown as more socialized. If children tend to imitate child characters this may be sound, but it is undesirable if they pattern themselves after adult characters showing less admirable behavior.

It would appear that the books themselves reflect the confusing multiplicity of viewpoints prevalent in our society concerning desirable ways to bring up children. In a democracy many viewpoints are not only permitted but are encouraged. While great variability exists among educators and even greater variability among parents as to what constitutes desirable training, it seems a foregone conclusion that separate books and even separate stories within the same book would involve many different kinds of human interaction. The sugar-coating attitudes of optimism in children's stories are probably the most artificial kinds of content.

The most basic criticism to be levelled at this study is, it seems to me, the failure of the authors to test out their basic assumptions. Certainly we may assume that motivational aspects of the educational process are significant, but the findings of this study add little since they are not related in any way to actual changes in children's behavior.

In view of the dynamics of human interaction in the classroom situation, it seems that studying the content of the books remains at a safe academic distance from studying the interpretations of teachers, the classroom behavior of children, and the motivational learning which is actually going on. There are too many unknown factors which at the end of the study remain unknown:

Do children identify with children, with animals, with fairies or with adults?

Do children take seriously the over-optimistic attitudes or are they close enough to their own realities so that they reject what does not seem to them to be true in terms of their own experience?

What meanings do children see in these stories as compared with the meanings adults see?

To what extent and in what areas do they imitate behavior?

Do children learn behavior from books or only from behaving in situations with others who are also behaving?

What we know of motivation would lead us to believe that it is closely tied up with emotional learning rather than with intellectual processes. Therefore we would turn more hopefully to studies, however imperfect, which attempt to measure actual behavior rather than to studies which ignore behavior in favor of analyzing content alone.

This is not to decry the importance of such research attempts as this but only to indicate that the question it begins with and the answers it ends with are not compatible with each other. Here the question concerning "the probable effect on children's behavior" finds no answers in children's behavior and, in truth, never considers behavior at all. Rather, the question has been considered in a theoretical rather than an experimental structure of thought.—HARRIET BLODGETT, *University of Minnesota*.

CHILDREN'S CONTRIBUTIONS IN SCIENCE DISCUSSIONS. By Katherine E. Hill. New York: Bureau of Publications, Teachers College, Columbia University. 1947.

Miss Hill's practical treatment of elementary school science activities is particularly timely, appearing concurrently with the 46TH Yearbook of the National Society for the Study of Education and devoting an entire volume (Part I) to the considerations of science teaching in American schools. She analyzes the verbal responses of 143 children in Grades 1 through 6 at Horace Mann School of Teachers College, Columbia University. She endeavored to judge appropriateness of science teaching objectives at each level by studying whether there is more maturity of verbal response by older children who have had more science experience than by younger children who have had fewer such experiences.

The children studied had median IQ's by grades ranging from 118 to 128, which at once suggests limitations as to applications in public schools. While general increments in maturity reflected by the experimental group may be suggestive of similar changes in more typical groups, no such claims can be made with assurance. Inclusion of children of comparable

chronological ages but IQ's ranging, say, from 75 to 110 would change almost all factors studied. For example, the mode of presentation of all materials would necessarily be changed; group interactions which prevent or permit socially generated reinforcements of teaching methods would differ; the amounts and kinds of materials covered would be altered. Thus, any interpretation by public school teachers must respect the selective factors operating in the experimental groups.

Verbatim remarks of children were recorded and compiled under categories chosen to represent science teaching objectives. Subject matter of the scientific areas investigated included such varied topics as the earth, electricity, hibernation, plant growth, heat, and astronomy. Subject matter was considered appropriate for investigation by young children so long as they were interested in the material and willing to investigate the topic at their levels of ability and experience. Records were taken in 16 consecutive periods in the fall and 16 consecutive periods in the spring. Two methods were used: classification of responses into 12 carefully devised categories of science objectives, and verbatim recording of responses. Sample categories are open-mindedness, inquiry, cause and effect relationships, initiative, application of experience, and skills.

In analyzing recorded responses, appropriateness of the science objectives of the selected elementary school was judged as favorable on the premise that the children were able to respond to the objectives at the proper level. Responses at each grade level showed progression toward a higher level of understanding and generalization.

In the opinion of the reviewer this study is more significant for its attitude toward establishing factors of pertinence between objectives and pupil responses and for providing a method for bridging the gap between theory and practice than it is for contribution in terms of content. The science materials described in the study would not have direct transfer value to another school. However, to the teacher who maintains constantly a questioning and appraising attitude toward the materials or methods which she uses, the monograph offers her concrete evidence that she can get objective answers to her questions and helpful suggestions as to how to proceed in order to get them.—E. M. F.

News HERE AND THERE . . .

A.C.E. Officers 1948-49

Marion Jack, teacher in the public schools, Atlanta, Georgia, comes to the Executive Board of the Association for Childhood Education International as secretary-treasurer.

Highly effective in working with children in her classroom, Miss Jack has long been an active member of the Association and has participated in many of its annual study conferences. For two years Miss Jack has served as a member of the Cultural Relations Committee of the A.C.E. International.

In June 1947, as president of the Atlanta A. C. E., she directed a two-day conference which was jointly sponsored by Emory University, Oglethorpe University, and the Atlanta Association for Childhood Education. The conference developed a "Plan of Action for the Children of Georgia."



Marion Jack

Mary McClenaghan, coordinator of kindergarten and primary education in the public schools, Tulsa, Oklahoma, joins the Executive Board of the Association for Childhood Education International as vice-president representing primary.

Miss McClenaghan is a life member of the A.C.E. and has



Mary McClenaghan

served on several committees. She is a former president of the Oklahoma A.C.E. and was one of the initiators of the A.C.E. summer workshop at the University of Oklahoma. All who attended the 1948 A.C.E. Study Conference in Oklahoma City will remember her as the capable chairman of the conference.

Merle Gray, director of elementary education, public schools, Hammond, Indiana, as the first person elected for one year to the office of vice-president representing intermediate, will succeed herself.

Winifred E. Bain as president, Myra Woodruff as vice-president representing nursery education, and Neith Headley as vice-president representing kindergarten, elected in 1947, will continue to serve until April 1949.

New A.C.E. Branches

Gladwin Association for Childhood Education, Michigan
Hattiesburg Association for Childhood Education, Mississippi

Austin Association for Childhood Education, Texas
Brigham Young University Association for Childhood Education, Provo, Utah

Victoria Association for Childhood Education, Victoria, B. C., Canada

A Reminder

A reprint is now available of the A.C.E. recruitment leaflet issued last year, *Are You Qualified To Be A Teacher*. Give this six-page leaflet to your qualified young friends when you talk to them about the satisfaction of teaching as a profession. Slip it in letters to others.

Send for copies, twenty-four or less on request; twenty-five or more, 2c each.

Conference on Research in Child Life

Sixteen distinguished leaders in research in child life attended a recent conference called by the U. S. Children's Bureau on research in child life. They came from as many different universities or private research organizations. Five were child psychologists; four, pediatricians; two, social workers; one, child psychiatrist; and one each from the fields of anthropology, parent education, sociology, and social philosophy.

The Children's Bureau was represented by its chief and associate chief, three social workers, two pediatricians, one psychologist, one statistician, and one information specialist. A member

of the Federal Bureau of the Budget was present for two half-day sessions.

Questions considered by the conference were these: What research in child life is now going on, inside and outside of the federal government? On what aspects of child growth and development and of community life in relation to children is research most needed? What are the major obstacles in the way of research? What next steps should be taken? What contributions can the U. S. Children's Bureau make?

Two resolutions directed to the U. S. Children's Bureau were unanimously adopted by the conference:

That the Children's Bureau appoint an advisory committee relating to research in child life, and that the advisory committee appoint various subcommittees to deal with the different aspects of research in child life.

This conference recommends to the Children's Bureau the early establishment of grants in aid for research in the field of child life, for the purpose of supporting such research in non-Federal agencies.

The chief of the Bureau pointed out that such a committee could be of considerable assistance in advising United Nations agencies on their research and data-collecting activities in the children's field.

Such work will be in keeping with the basic responsibility of the U. S. Children's Bureau "to investigate and report upon all matters pertaining to the welfare of children and child life."

European Children Visit Britain

In a recent issue of *The Child*, published by the U. S. Children's Bureau, is found this significant news item:

Many British families opened their homes last summer to children from war-devastated countries in Europe under a plan that began in the middle of the war. It is the program of the Reception Committees, Young People from Occupied Countries—an organization recognized by the British government but not subsidized by it. Under its sponsorship 15,000 private families have given temporary homes to young foreigners since 1942 in an attempt to provide a few months of relief from the miserable conditions of their homes in countries that were occupied by the Nazis.

In selecting suitable homes for the children, the committee writes to the mayor of a given British town, asking whether the community would be interested in offering hospitality. If the reply is affirmative, the mayor sets up a committee (of which there are now 200) of local citizens whose duty it is to select those homes which are most suitable, and to be responsible for the children while they are in residence. The children are divided into groups of 10; an adult accompanies each group from its own country, and keeps her charges

under benevolent supervision throughout their stay. In general, the children visit prosperous working people, the local committee doing what it can to see that a child is received at a home fairly similar to that from which he came.

The purpose of the project is to remove the children from scenes of hardship and distress, and to receive them as members of the family in homes where affectionate care, rest, and good nourishment will restore them physically and emotionally. Strictly rationed though Britain is, her fare is abundant by standards in the homes of many of these young war victims. A month in the quarantine camp and two months with a British family have, in the past few years, meant much to thousands of young Europeans. Nor have the benefits been one-sided. The hosts have become quickly attached to their guests, and firm friendships have sprung up during the visits.

International Service Seminars

The American Friends Service Committee announces plans are complete for the 1944 Summer Service Seminars. The ten seminars will be located throughout the country. A total of 350 students can be accommodated. The theme for all will be, "Constructing the Foundations of Peace."

Participants in the seminars will be selected primarily from among the foreign students who are in United States colleges and universities doing special work through government agencies or getting training as internes in business and industrial organizations. There will be six or eight Americans in each seminar.

Information on Speakers

A list helpful to those seeking speakers on some phase of international affairs is now available. The list gives not only names and addresses but general information regarding possible speakers who have had recent experience in other countries. The list was prepared by a special committee of the Council on Cooperation in Teacher Education. For free copies write to the Association for Childhood Education, 1201 Sixteenth Street, Northwest, Washington 6, D. C.

A Change for Books Across the Sea

The English-Speaking Union of the United States and the Books Across the Sea Society in America announce that the activities of Books Across the Sea have been incorporated into the National Education Program of the English-Speaking Union—headquarters, 19 East 54th Street, New York 22, New York.

The exchange of British and American Ambassador Books between the Books Across the Sea Committee here and Books Across the Sea, London, will be continued as before.



Laura Zirbes Is Honored for Outstanding Accomplishment in Education

by the Women's National Press Club in Washington, D. C., April 3. President Truman presents awards to Margaret Chase Smith, politics; Gerty T. Cori, science; Ingrid Bergman, theater; Laura Zirbes, education; Rebecca West, journalism; Dorothy S. Brady, economics; Helen Rogers Reid, public service; Jean Stafford, literature.

Information On Opportunities Abroad

The following information is taken from the February *News Bulletin* of the Institute of International Education:

Applications of United States graduate students to study abroad on Fulbright Fellowships should be addressed to: Fulbright Division, Institute of International Education, 2 West 45th Street, New York 19, New York.

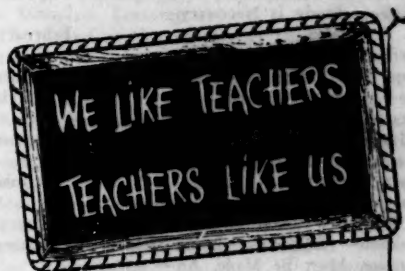
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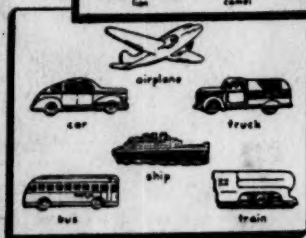
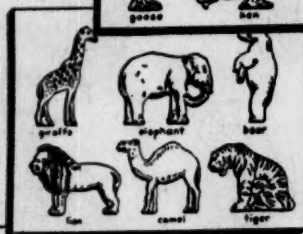
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